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CONTENTS OF THIS ISSUE

	PAGE
EDITORIAL	1
AMERICAN HIGH SCHOOLS IN CANADIAN EYES	5
THE POINT OF VIEW <i>Welland Hendrick</i>	6
SOME EXPERIMENTS IN ELEMENTARY SCHOOL ORGANIZATION <i>Samuel W. Brown</i>	8
THE TEACHER AS INDIVIDUAL AND AS SOCIAL ENGINEER <i>William E. Chancellor</i>	11
WHAT SHALL WE DO WITH THE SINGLE-ROOM SCHOOL? <i>M. P. Shawkeye</i>	14
THE SPIRIT OF THE TIMES	16
MOVING PICTURE MACHINES	17
THE SELF-RESPECT OF THE TEACHER	18
TREADMILLERS	19
MY DIARY <i>Mary Warwick</i>	20
WHERE IS THE CITY SUPERINTENDENT BEST PAID? <i>William E. Chancellor</i>	23
EN ROUTE <i>Montanye Perry</i>	24
THE MONTHLY ADDENDA	26
CURRENT EDUCATIONAL LITERATURE	28
BOOK ANALYSES	30
EDUCATIONAL NEWS ITEMS	34, 36, xii

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It is interesting to note that the School of Commerce of the New York University has introduced a course in shorthand, using the Isaac Pitman textbooks in this connection. This school has become well known throughout New York and the East as one of the most practical and up-to-date in the country, and it is already offering a wide range of courses, including Principles of Accounting, Auditing, Commercial Geography, etc.

Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools, and particulars of a Free Correspondence Course for Teachers.

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Educational Meetings

NOVEMBER

- 5-7: Nebraska State Teachers' Association, Omaha.
- 6-7: Kansas State Teachers' Association, Topeka.
- 6-8: Missouri State Teachers' Association, St. Louis.
- 6-8: Iowa State Teachers' Association, Des Moines.
- 6-8: Wisconsin Teachers' Association, Milwaukee.
- 6-8: Indiana Cities and Towns Superintendents' Association, Indianapolis.
- 24-26: Montana State Teachers' Association, Helena.
- 24-26: New York State Teachers' Association, Syracuse.
- 27-29: National Council of Teachers of English, Chicago.
- 27-29: Texas State Teachers' Association, Dallas.

DECEMBER

- 17-20: Southern California Teachers' Association, Los Angeles.
- 30-31: State Teachers' Association of Oklahoma, Tulsa.

FEBRUARY

- 23-28: Department of Superintendence, N. E. A., Richmond, Va.

Art Examination in New York

An official announcement from the city of New York states that hereafter the candidates for drawing positions will be examined separately, and given ample time to evidence their technical proficiency. This plan, it is believed, will obviate the difficulties attendant upon the crowded condition of the examination halls in past examinations. The conditions of eligibility require that a candidate be a high school graduate, with two years of professional art training and four years of practical experience in teaching drawing. The examination includes tests in freehand drawing and design, sketching in water-color, elementary mechanical drawing, the history of art, and methods of teaching. A circular which gives full information and examples of questions may be obtained on a request to the Director of Art in High Schools at the Board of Education, New York City.

The increasing demand for teachers of Isaac Pitman shorthand is shown in the recent introduction of a special department by the New York University school of commerce for instruction in the methods of teaching Isaac Pitman shorthand. This innovation is the result of the great success which has followed the introduction of this system into Columbia University a few years ago.

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Beginning with the January issue, The School Journal will publish a series of articles by W. Chancellor on Pedagogy. The treatment will be based upon Herbartian principles in the light of modern psychology according to G. Stanley Hall. This systematic treatise will be of practical value to all supervisors and class teachers.



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The School Journal

NOVEMBER, 1913

WILLIAM E. CHANCELLOR
Editor

MONTANYE PERRY
Contributing Editor

WELLAND HENDRICK
Managing Editor

Are They Chattels? The sapient board of education in Louisville, Kentucky, desires, of course, to have the best schools in the country. The schools are good now. Of course, therefore, they wish the principals and teachers to be full-grown men and women able to bear their parts in the world and sufficiently self-directive to be exemplars to the youth of one of the finest cities of the land. One of the most important social obligations of full-grown men is to think and act in governmental affairs. The battle of Gettysburg, 1863, settled the proposition that every man in America shall be a free and equal citizen with every other. Seeing the point clearly, the board of education of Louisville passed a resolution October 7, 1913, as follows:

"Be it resolved, That the superintendent of schools or business director shall summarily dismiss any principal, teacher or employee who does not refrain from all party political activity."

On such a basis, Woodrow Wilson, Nicholas Murray Butler, Simon D. Fess and other party leaders of some educational standing and service could not teach in Louisville.

Better Get Over It The superintendent of schools of Waukegan, Illinois, has brought one of his principals before the board of education for insubordination. In his charges, he speaks of the "personal deportment" of his subordinate and of his taking matters over his head directly to members of the board. It is an unfortunate situation; but in the cool world of common sense, the world of affairs, these charges are likely to sound rather pedantic and in a way not the utterances of a man of the world. Why should school superintendents not deal with their principals as man with man, as with equals, and get over such notions as that their educational subordinates are pupils to be corrected, disciplined and reprimanded in juvenile terms? It is a mighty good thing for school superintendents to have teachers who are on friendly relations with board members and can tell them of school needs. But such relations should be open and above board; and secret plottings on either side are intolerable.

Memphis in Trouble At Memphis, Tennessee, has been occurring one of those serious school troubles for which a term at once adequate and accurate and big enough to cover everything is difficult to find. It is more than a mere controversy. Recently, there was an election in which four new members in a board of seven were chosen.

The old board could not get public funds or bank credit to carry on the schools; and there was an overdraft already of seventy thousand dollars. The members-elect offered the retiring board a pleasant proposition to resign at once, the few survivors then to elect these new members, in which case they guaranteed that at once the schools would have plenty of money. With banks playing politics, with the people resentful of the loss of their accomplished former superintendent, and with the teachers clamoring for salaries in cash, the board new and old has had more than enough to keep it busy. Still, the pupils seem to be going to school even in Memphis and in ever increasing numbers.

Once More the Old Agitation Says the Washington Times (Munsey organ) editorially, October 9, 1913:

One of the cheerful impossibilities about the government of the District of Columbia may be observed in the school administration. The district commissioners control the physical property, buy sites for school buildings, erect the buildings thereon, conduct negotiations with Congress for the appropriations with which to do the business, control the hiring of janitors, the fiscal relations with teachers here, the buying of supplies, etc. On the other hand, the board of education takes the plant and establishment handed to it by the board of commissioners, and is expected to run the educational end of the business.

The board of education is appointed by the judges of the supreme court of the district. The board of commissioners is appointed by the president.

Thus there is no unity of responsibility, no common denominator of authority, for the two bodies. The division of powers and responsibilities is such as could not possibly fail to drive harmony and economy off the premises. Considering how bad is the system, the educational results have been remarkably good. A commissioner or superintendent of education, chosen by and answerable to the district commission, through whom the district commission would more directly conduct the schools, would seem a better form of organization.

And it may be added that this board of education with no real authority except to appoint and to remove virtually at its pleasure the superintendent of schools consists of four white men, two white women, two colored men and one colored woman. Small wonder that it costs an average of more than fifty dollars per capita to educate public school youth in the capital city of America.

Committee on Organization For ten years the National Education Association maintained a committee of five upon organization, and for ten years the committee held sessions but could get no results in the meetings of the active members. Among the members through this period were C. W. Eliot, N. M. Butler, W. M.

Beardshear, J. M. Green and W. E. Chancellor, who alone served continuously. The plans of the committee were frequently presented in the leading educational magazines at length, including the Educational Review and the School Journal. Now by vote of the association, President Joseph Swain has appointed a committee of three who are to report to the directors. The membership consists of J. H. Baker, president of the State University of Colorado, C. G. Pearse, president of the State Normal School, Milwaukee, and A. S. Downing, assistant commissioner, New York state. Such a committee inspires confidence. The membership is admirably chosen. Geographical needs are duly considered; and the experience of the members is adequate and varied in character. We sincerely hope that its report will be characterized by the philosophical grasp of President Baker, by the moral energy and directness of President Pearse, and by the political acumen and human appreciativeness of Commissioner Downing. We hope also that the N. E. A. will do something in the premises. It needs substantial reorganization. Let the committee tell us how to reorganize.

Make It Three Dollars Years and years ago the annual dues of the National Education Association were fixed at two dollars. Since then the purchasing power of money has fallen to scarcely fifty per cent of the former period. We are informed by the financiers that the volume of proceedings costs to print, bind and deliver one dollar sixty-three cents. We all know that now the N. E. A. is running at a loss. It would doubtless be inexpedient to raise the admission fee of the active members, which is five dollars. But it is highly expedient to raise the dues of both active and associate members to three dollars. The salaries of teachers are much higher than they were twenty years ago, and the members can well afford to pay three dollars. There is a provision now that associate members do not receive the volume unless they ask for it. It might be wise to rebate one dollar of the fee to associate members who do not ask for the volume, leaving their net fee two dollars as now. Publishers do not long keep alive when they sell \$1.63 volumes for \$2.00. That leaves almost nothing for overhead costs. Verily, the children of this world are ever wiser in their generation than the children of light. Make it three dollars.

Worth Thinking About According to State Superintendent Francis G. Blair, of Illinois, the purposes of American free schools are these, viz.:

1. To give all of its pupils the power to speak and read and write the English language.
2. To give them the power to observe, and understand and appreciate the things of nature.
3. To promote an understanding and respect for the physical body and for its needs and rights.
4. To establish and fix certain common standards and ideals of civic and social life.
5. To develop the individual and fit him for life and work with his fellows.
6. To give a sound and wholesome view of life; to

shape and render more perfect the moral sense and moral judgment; to establish right ideals, right habits, and right character.

It is a succinct and profitable review of our ideals and aims as educators.

How to Be a Good Wife

The United States bureau of education has planned a course of study for the education of girls to be good wives and mothers. The course includes domestic science, domestic art, care, making and remodeling of clothes, household chemistry, millinery, dressmaking, modern languages, music, history and drawing. Why not literature? Why not geometry? And why modern languages? Is this last because in less than one case in a thousand of mixed marriages does an American man marry a foreign woman and in over nine hundred ninety-nine cases per thousand an American woman marries the foreign-born man? But it is a good course, and its students will multiply all over the land.

Teachers' Casualties

We have seen many instances of the financial troubles of teachers due to illness, to accident and to quarantine and of their families when the livelihood ends at death. For this reason we welcomed the advent into this field of a company whose sole business should be to care for teachers in such circumstances. Before accepting its advertisement, we made personal inquiries in Lincoln as to the financial responsibility of the backers of this enterprise, and are well assured that its policies are sound. It is a matter of good sense to protect oneself and family against the evil days that so often come.

To Whom Be Honor

The New York board of education has declared war upon all married women teachers who bear children. The affair began last year with one such woman and has proceeded to a second case. This married woman teacher had taught eighteen years in New York City. Then a baby came, and she took leave of absence. October 8, 1913, the alleged humanitarian and progressive board of education voted to dismiss her within two years of the time when she would have been eligible to retire upon a pension. The vote was 27 to 5. These are the five who voted not to dismiss this faithful teacher upon the technical charge of neglect of duty, Mrs. Bamberger, Miss Draper, Dr. Wile, Mr. Greene and Mr. Winthrop, the last a former board president. Dr. Ira S. Wile led the forlorn hope of the mothers. The city superintendent was instructed by resolution to discover all the other young mothers in order that the board may remove them also. Perhaps, two centuries hence fatherhood also will be a crime with loss of livelihood as the penalty. It certainly does distract the attention of a good father from his school duties to have a family of young children.

Philadelphia Nobly Reverses Herself In an editorial in the October issue, the School Journal said of the disagreement over the selection of a high-school principal between the board of

education and the city school superintendent, "No authority, no responsibility." By a vote of two to one, the Philadelphia board has decided to reopen the case. This demonstrates what we are always glad to believe—that a good board of education is always ready to open its mind to the light and upon evidence that convinces change its course accordingly. Those who know the membership of the Philadelphia board have always regarded it as one of the best in America. The decision to place the initial responsibility for the appointments to school positions invariably upon the city superintendent as nominator is according to sound and well-approved educational statesmanship. The future in the City of Brotherly Love again looks bright.

A Nice Race Question

Tennessee has absorbed some thousands of brunette Italian children, placing them in the white schools. Massachusetts, which knows no race-distinctions, has absorbed all colors, including Portuguese, into its one school system. But now Tennessee is baffled. Are Portuguese white or colored? A few years ago, Washington, D. C., had a struggle over some Filipino children. It appears that many Portuguese children have negro blood, more or less. If Tennessee really digs into race-history, it may learn several interesting facts. Meantime, it is thinking upon a nice race-question.

Cost of Dental Service

The Longfellow public school of Denver has secured a competent dentist who will work daily from one to five p. m. for seventy-five dollars a month. His assistant will have thirty-five dollars a month. Other expenses are estimated at ten dollars a month. The services will be free to the children, but evidently the materials of the fillings must be paid for. The total cost will be about \$1,200 a year. The publication of these figures may help other cities and towns to see their way clear to free dental service.

Moonlight Schools

Fleming County, Kentucky, has seventy teachers who have recently volunteered to conduct rural moonlight schools. It is a beautiful name. Eleven per cent of the population of the county, 1,342 persons over ten years of age, were reported as illiterate in 1910. This was a lower per cent than in 1900. The seventy preachers of literacy will make big inroads with their moonlight schools this fall and winter into that regiment of illiterates.

Good, Better, Best

Not long ago, there came to our table on the same day three local school reports. One said, "It is true that we now have the best schools in the country; but if we are to maintain this standing we must consider how to progress." Another from a city twelve hundred miles away remarked genially, "Though the schools of our city are known everywhere to be superior to the schools of any other city, due to the splendid enthusiasm of our citizens and to their abundant expenditures, nevertheless we

can learn individual items from our rivals." A third, fifteen hundred miles beyond the second city, said abruptly, "We cannot learn from other cities, for the primacy in American education became ours some years ago when we took the best from all the rest, put it together, and made this system."

In truth, each of these cities has excellent schools. Just now we have a merry debate as to which high school in America gives the truly best domestic science and art course in America. Is it Newton Technical, Washington Irving, Detroit, Gary, Boise, Los Angeles, Minneapolis? The last has come out frankly with a complete course for the training of girls to be wives and mothers.

Half a Century in Chicago

Two Chicago public school teachers have rounded the half century. When they began, Chicago had four grammar schools and one high school. Now it has 300 schools. Each teacher has served under twenty different principals and seven different city superintendents. Said Mrs. Martha M. Ruggles upon the joyous day of the public celebration in their honor:

"Study each pupil. Learn the home conditions of every one."

Said Miss Harriet N. Winchell:

"Put your whole heart into your work; but do not neglect your health."

The Ishpeming Plan

Rent a farm. Put sixty-five boys to work upon it in their spare hours. Pay them ten cents an hour cash and credit them seven and a half cents more when the produce is marketed. Raise strawberries to sell in the local market.

Let school-house repairs as far as possible be made by pupil-labor. Mend leaks on the roofs. Lay cement floors. Build brick walls. Repair plumbing. Wire buildings for electricity.

Ishpeming, Michigan, has only 13,000 population; but it looks big upon the American educational map.

The Richmond Meeting, 1914

Plans for the February meeting of the department of superintendence of the National Education Association and of many affiliated societies are well under way. A notable meeting with a fine program is certain to be held. The prospects for a large attendance were never better. Many superintendents and other educators are looking forward to the meeting as the most important of the year; and incidentally those of the north are glad to visit the upper south for a week as a break in the long winter. Virginia and Maryland leaders are endeavoring to secure a large attendance from the south, which now seems likely. The western schoolmen are certain to come in large numbers, taking a day or two *en route* to visit Washington. Richmond has an able, progressive and efficient city school superintendent; and its schools are well worth visiting. The city itself is beautiful and full of historic memories; its people are hospitable, and its hotels, well known to us, are equal to the best in the land.

**Dreaming
a Million**

The McAlester, Oklahoma, Capital, a newspaper of pith and moment, declares:

There is a million dollars' profit in the school books that are used in Oklahoma during a period of five years; and this is what the publishers, the state superintendent of instruction, the governor, the state board of education, and all of the other fellows who have brought about the school book controversy are fighting over.

N. B.—Oklahoma has 200,000 school children and spends fifty cents per annum per capita for books. P. S.—This looks like \$100,000 a year. 2nd P. S.—Apparently in five years Oklahoma will pay a half million for books, out of which the marvelous publisher-financiers will clear a million dollars. 3rd P. S.—No wonder city houselots cost so much and rise so fast in value in Oklahoma.

N. B.—It is not always safe to dream a million.

**Teachers as
Vocational
Advisers**

Already enough high schools have established vocational instruction to cause the appearance of a new educational difficulty. Shall the school teachers give advice as to what avocations the pupils shall pursue; or shall there be separate vocational advisers? In the latter case, shall these vocational advisers be upon the payrolls of the board of education, or secure their means of support "in the sphere of liberty"? Three facts militate against the school teachers as advisers: 1. They do not know the world into which the pupils must go. 2. They are not experts in individual human psychology and cannot judge the pupils wisely. 3. Their advice, when given, arouses antagonisms and jealousies in the four quarters of the teachers' world, in the faculty, among the pupils, among the parents, and among the board members and citizens generally. The arguments for publicly paid vocational advisers in cities are obvious and various, and those for privately supported advisers as obvious and various. And the whole situation is a perfect illustration of the truth that humanity is rising to social consciousness and seeking to direct individuals according to predetermined plans. *Laissez faire*, let things work, natural law, time will tell; these old maxims are losing their force. And no man knows the outcome.

**The Business
Office of the
Schools**

We have recently received a letter that we quote in full. It is a report of a typical situation:

EDITOR SCHOOL JOURNAL, SIR:—

This fall a new board came into existence here and elected a new school superintendent. In order to economize they closed up the offices upon a business street, took the women teachers' room and a connecting library room for their offices, and gave the teachers no place in return. Beside that the superintendent often sends teachers on errands. The men on the staff of the high school spend lots of time in the board rooms, and throw their former duties upon us women.

What do you think we should do?

Yours respectfully,

Do? Why, object, of course. In small towns, it is well enough for the superintendent to be high

school principal also and for the board to maintain offices in a school building. We have seen this kind of thing aforesaid. And we venture a prediction. Either this board and superintendent will move out, or the teachers by talking will make these board members and this superintendent so unpopular that the voters will select another board and superintendent who will move out. A school building is no place for business offices unless entrance hall and offices are entirely separate from the school educational halls and rooms, preferably upon another floor, or in an ell.

**Cabinet and
Faculty**

Some of Grant's generals complained that he had little use for councils of war. But the people generally had no complaints to make. And now another man, who is getting the reputation of doing what he sets out to do, is similarly criticised. "Wilson has abolished the cabinet meeting," say the dispatches, probably meaning that the stated formal meetings are partly omitted and partly turned into occasional sessions.

School principals, presidents and superintendents may well take heed to themselves. There is nothing in school management more useful on occasions than the faculty meeting, nothing more blightingly dull and deadening in its formal regularity.

There have been such conferences when fifty teachers sat out a dreary two hours, while a principal conferred with the head of a department upon a topic peculiarly adapted to their private conversation.

Grant was a man and Wilson is a man apt in drawing out and quick to employ the good advice of their subordinates; but the president, like the general, has little patience with formal conferences.

**Discipline at
West Point**

While we are talking about Woodrow Wilson, it is well to note that the first veto of the teacher-president is an act relegating to our military academy a proper and needful control over its own discipline. Congresses and presidents heretofore have too much interfered with the internal management of the West Point school. Congress has again legislated for fond mammas; but the president says no.

The greatest trouble in the schools is the children who get hopelessly out of their depth about the sixth grade. *** Yet many of these children are keen as hawks about making things and doing things. Their intellectual development could be carried a good deal further by putting them into school shops.—*Brooklyn Eagle*.

A Bloomington paper has a word of cheer for the boys who are barred from the high-school fraternities. If, says this comforting print, the boys "will be content to postpone the school paradise across the boundary of adolescence" they will be "physically more fit to encounter the larger nights at college."

Attention is called to the offer in the Monthly Adenda department in an effort to make readers and editors better acquainted.

AMERICAN HIGH SCHOOLS IN CANADIAN EYES

"Luk! A chiel amang us takkin' notes!" A distinguished Canadian professor, Dr. H. T. J. Coleman, dean, Queen's University, has been down here and has made a report regarding American high schools to the subjects of "Our Lady of the Snows."

As Robbie Burns sang, "Oh, wad sum puir the gittie gie us to see oursilves as ithers see us. It wad from monny a bloonder frae us and foolish notion!"

The animadversions have been published in our esteemed contemporary, the School, of Toronto. The visitor observes, first, that despite appearances, there is no uniformity in American high schools as a type. They do not conform to a type. Correct.

Next, he remarks that there is a deal of interest in America in free public secondary education, and implies that Canada does not yet feel an equal interest. This also seems correct in both respects.

Again, he observes that Americans care more for fine school buildings than for fine school teaching. True, and more's the pity. Any American city or county school superintendent knows that of two problems—persuading a board to spend \$200,000 for a high school rather than \$100,000, and persuading the same board to spend \$40,000 a year rather than \$20,000 for the teachers in the same building—he would always rather tackle the first problem than the second. The reasons, though many, are all obvious. I remember once when the president of one of my boards remarked in a similar situation, "Sure! You can see the money in the building." I was tempted to add, "That is, so much of the money appropriated as arrives there!"

Fourth, our observer finds that secondary schools have four-year courses. Many, in truth, however, have but three-year courses, while some have five and six-year courses.

Then he thinks that usually the city superintendent is inferior as an educator to the high school principal, and should not be under his jurisdiction. Here are two bad mistakes, and for this cause I am presenting this review of an able article. First, such is not usually the case. Often, in small towns and cities, the city superintendent is also the high school principal. Not only so, but usually in the large cities the city superintendent is the ablest educator in the entire system. What high school principal in their systems ranks as an educator with Dyer of Boston, Maxwell of New York, Brumbaugh of Philadelphia, Poland of Newark, Blewitt of St. Louis, Chadsey of Detroit, Emerson of Buffalo, Mrs. Young of Chicago, Cooper of Seattle, Francis of Los Angeles, Phillips of Birmingham, all scholars as well as executives? In the cities of 20,000 to 250,000 population occasionally the superintendent is only a politician. Even here the cases are not numerous. But the second error is even more serious. Our Canadian well-wisher misconceives what we mean by a school system. He thinks of the school board as its head.

We do not: we think of the superintendent as the head. He thinks of the board as managing separate schools. We think of the board as employing an expert adviser and executive to manage a unitary system of schools. We have outgrown the other notion and abandoned the consequent practice.

Sixth, he finds English and history required in all courses, Latin required for college preparation, and mathematics, physics and chemistry required for scientific school preparation; and that usually the high school diploma certifies to admission to the higher institutions. This is true west of the Appalachians.

Seventh, he notes as interesting details each of the important elementary and secondary studies and the sharp demarcation between them. He thinks our Latin courses heavy.

Again, he notes the resentment of high school teachers to college domination, and hopes for peace after the war has been fought out to a rational compromise.

Tenth, he notes the virtues and the vices of our youth, especially their vices, such as "unfortunate social precocity," "exaggerated democracy," "impatience of discipline" at home and at school. He admires, however, their "likeableness" and "initiative."

Eleventh, taking counsel of perfection, he finds some teachers superior, others mediocre, and still others inferior. He condemns employing "untrained graduates whose pitiable ignorance of even the rudiments of the teaching art would convince the most sceptical layman that the bachelor of arts degree is no guarantee of teaching efficiency." Yet he notes that in many cities teachers are doing hard professional study in university resident or extension courses.

Twelfth, this candid critic ends by saying that "In a country like the United States, where each State and each municipality jealousy guards its local liberties, education reform can come only as it is coming from within, from the desire of the individual teacher and board to improve." It all depends! In Pennsylvania, in Indiana, in Connecticut, and in a dozen or score of other States, reform has come from centralized state authority.

Nevertheless, it is good to read these notes of a careful thinker and a plain-spoken friend from beyond our borders.

W. E. C.

"College Men Without Money" is the name of a book that is being collected by Mr. C. D. Riddle, Elon College, North Carolina, in which he expects to publish about 200 articles from men who have made their own way through college, each telling why and how he did it. Mr. Riddle will accept articles until December 1st, at which time 200 of the best will be selected and published. Any reader of this paper meeting with the above requirements is invited to submit an article of about 700 words. The Raleigh Times, Raleigh, North Carolina, is making a special series of the articles before they are published. Each contributor whose article is selected is furnished with a copy of the Times containing the article, and also with a copy of the book when it comes from the press.

THE POINT OF VIEW

What is Success, Anyway?

"Well done, good and faithful student, enter thou into the next grade."

Certain figures have been added, a certain divisor put to work and a desirable quotient produced. Thereupon parents rejoice, the teacher is relieved and the supervising educators are grimly satisfied. The system has been vindicated.

It won't hurt us to go over again with a specimen list of the well-done intellectual tasks. If the laborers be of those aged from ten to twelve, this is an ordinary fifth-grade showing:

ARITHMETIC,
CIVICS
COMPOSITION,
DRAWING,
GEOGRAPHY,
HISTORY,
HYGIENE,
MUSIC,
NATURE STUDY,
PHYSICAL TRAINING,
PHYSIOLOGY,
READING,
SEWING,
SPELLING,
WRITING.

It is not the ridiculousness of the multiplicity that now strikes my point of view—that is evident enough—it is the fact that even were the list cut in half our notions of the well-done need revision.

Success in life is the result of doing some one thing well. It may be cutting stone, curing hay fever, baking biscuit, steering a ship, conducting a case at court, making a bonnet, selling corn poppers or turning double somersaults.

Success in school ought to be estimated in much the same way. There is always hope, always progress, where the pupil can do one thing well—two, three or four better perhaps. But to turn him back for doing one thing poorly, or two or three, while the mediocre performer goes on, that is the shame.

How It Works

Here is a term's work that calls for common fractions, the map of Europe, hygiene of the eye, less easily definable excursions into drawing, spelling, reading and bug-study, together with the exploits of John Smith and a lot else.

Each one of these separate topics is laid out with some regard for logical order over a period considerably planned. But what relation has the map of Europe to complex fractions any more than making bread has with the business of curing a fever?

Of course, our system makers have seen this incongruity and have rigged out a certain verbal, pedantic, fanciful and utterly unessential connection which they have labeled correlation, a term so discredited that they now hesitate to mention the once impressive word.

The difficulties in averaging up facility in add-

ing fractions with ignorance of Paris, in synchronizing ability to do the one piece of work with ability to do the other are apparent and real.

The test of progress in school as in business is, can the pupil do one thing well? If so, he is worth a dozen who fairly come up to those mediocre attainments in all which the system compels us to require and to accept as satisfactory.

Suppose the physical trainer said to a boy, "Your running is great, I mark you 98; you have a good rating in baseball, and your football will let you through, but your tennis and broad jump are way below the mark for your grade. I can't pass you."

Now just transfer the sense of the ridiculousness of this to the training of the mind.

Laissez Faire

When once we are assured that our pupil is excellent in one line of work, we are ready to consider, supposing we are not slaves to the system, why he does one thing well and another poorly. If thus we followed a sensible plan, we would arrive in certain cases at two conclusions:

1. He is not only now doing poor work in these subjects, but he probably always will.

2. He is not ready now for the work poorly done; later he may be; give him time, let him alone.

Let him alone? Quite impossible, utterly defiant of the policy of education. The one thing of all you must not do is to let him alone. At him, talk to him, hector him, cajole him, plead with him, threaten him, keep him after school, write a note to his parents, read up on the doctrine of interest, try all the alluring devices, do the jumping-jack act; consider the horrors of retardation; remember that your position, promotion, salary are at stake; no matter, if in the struggle the work once well done is slighted; at him again, get him up to grade in posey-study and win a glorious victory.

There are signs however, that the glory of it begins to dim. It is worth noting that the let-alone idea is getting some consideration, through the attention given to the Italian propheticness of education. This is the best point discoverable in her doctrine. It may be that her exploitations are mainly for the financial end. All the more likelihood that there is a substantial core of truth in her promulgations. Witness the exploits of the late Mrs. Eddy.

Montessori would impress upon us that at certain seasons and under certain circumstances education flourishes through a masterful policy of holding aloof.

True at five, true at ten, true at fifteen. True of humans, true of horses, true of plants. Noticeable it is about trees. They seem to remain stationary for years, retarded you might call it. Then, all at once, they start up and do something. Some way or other they do not exemplify the pedagogical

ideal of harmonious and continuous development of all the faculties.

You see this old world was not made in a way to keep up to grade. Unfortunate that the Lord did not first create a board of pedagogical experts and then submit plans for revision before the rest of the work went on, and then zoologically and botanically there would not be such hitches and starts, such seasons of lack and profusion.

Sure it is, however, that our boys and girls lie dormant mathematically and geographically and then all at once spurt into rapid progress. All at once an idea gets into the mind of a boy that the carpenter, the doctor, the engineer he admires—note, he doesn't admire teachers, nor believe their unending talk of the importance of his studies—that these folks who do things use arithmetic, for instance. Then he starts arithmetically; then he grows.

Listen to a Parable

Once upon a time a teacher went forth to teach. He wasn't much of a teacher, for he had to learn how to do it by practicing upon the children of those who supposed he knew the business. Among his assets, he could play ball. When he first went out on the field he doubled his effectiveness in school. When in batting practice he caught a fly, every parent in town got an account of it; when he went into the game and knocked a home run into the river, his stock was way above par.

Shortly after he got an additional grip on the boys in a quieter way. He went out to help them lay out a new diamond. The place for the home plate was chosen and the path to first base measured off. The boys knew the distance. That, too, was the distance to second base. But the difficulty was to lay the tape at right angles to the path already marked. A variation indiscernible to the eye would make a difference of a number of feet. The distance from the plate to second would fix the point. A boy offered to run home to get his baseball guide for the information. "Wait," said Mr. Teacher, "I'll find it easier than that."

The boys gathered around while he worked with a pencil on the back of an envelope. A number was squared, multiplied by two, the square root extracted, and second base duly located.

There was something in that incident likely to be more impressive than in its effect upon reputation and influence. It made the connection between arithmetic and life; it was one of the unnoticed incidents that mark the mysterious beginning of endeavor and success.

It is worth while to wait for such occasions. They cannot be forced, foreseen, set down in the books; neither can their influence be profitably ignored. They belong in the course of real education.

Rest assured, stand-patter or progressive, that we are going to have a system of education in this country that recognizes these ideas of the let-alone theory. Montessori is suggesting the idea; William Hawley Smith is pointing the way, and the time will come.

To Change the Subject

It is good to get corroboration from across the sea and from the actor's point of view of an idea occasionally suggested in these pages.

Speaking of snobs, Herbert Beerhohm Tree remarks:

There are many kinds of snobbery—there is the snobbery of riches; there is the snobbery of power, the snobbery of aristocracy (though I am bound to say that so far as my observation goes the class which is least tainted with this failing is the aristocracy). There is the snobbery of socialism, there is the snobbery of dogma, and there is the snobbery of culture—the snobbery of what Americans call the "high-brows"—perhaps the most fearsome snobbery of all. W. H.

An Epoch-Maker

The news from Huntington, West Virginia, is perhaps true, although it is as yet unconfirmed. It may be the dream of an imaginative and necessitous space-writer. Still there is a fair probability that the electric spanker, mechanical persuader to righteousness, is a visible and tangible fact, especially tangible.

First in the history of American education came the hickory gad. The method of choosing the proper sprout or twig, and the trimming of the same was the study of the successful teacher. His certificate to teach largely depended on the counts secured in an examination on that subject. A permanent license was granted to the operator who mastered the art of tempering the green sapling in the hot ashes of the long wood-stove.

Then in time came the startling innovation of the rubber tube, marking the dividing line in America between ancient and medieval education. The tube had a long struggle to supplant the gad. It had to fight the sentiment of ages. There is no romance in the cutting of a rubber tube, no poetry in the swish of it, no dramatic flavor in the pain of it. Still, lithely cylindrical as it is, it has its points over the switch; to sum up, it hurts more and welts less. It came to stay—to stay, alas, in many regions, so long only as moral suasion stayed. Where immoral suasion reigns,—nagging, scoldings, threatenings, terrorizing with marking-system, and the like,—there of course the new era doesn't count.

The new educational dawn, the transition from medieval to modern, is marked by the electric castigatator. Our friends of the daily press say of the new machine in the West Virginian schools:

The spanker delivers about five short, sharp and unfluctuating rebukes in the course of a second. The personal element, the question of physical domination, the matter of being subjected to an indignity before the other scholars is entirely eliminated. The spanker performs its functions with complete impartiality and an absolute freedom from temper. Both scholar and teacher are spared the emotional complexities which are the outgrowth of discipline by the rod when the rod is propelled by man power.

"Freedom from temper" and "emotional complexities," pshaw! doesn't the great Geestanley say that righteous indignation should emanate from the eye of the castigatator? But we must try to be receptive to the mechanical improvements of the day. Soon we shall probably listen complacently as the edict comes from the principal's office:

"Take him to the electric stool."

W. H.

Some Experiments in Elementary School Organization

BY SAMUEL W. BROWN

Three Present Problems

There are three problems in elementary education to-day that are demanding solution: First, the problem of the curriculum. Second, the problem of classification. Third, the problem of expert instruction.

I propose to discuss each of these briefly in the light of some attempts at their solution with which I have been connected for some ten years past—during the first seven years as supervising principal of a ward school, and during the last three years as director and supervisor in state normal elementary and secondary training schools.

The Problem of the Curriculum

The preparation for the duties of enlightened American citizenship is the first, the fundamental purpose of the elementary public school. All that knowledge of a non-technical nature with which a reasonably well-adjusted citizen in an American state is equipped; all those sentiments and standards; all those social and personal habits; all those ideals, appreciations and contempt, which mark the desirable citizen, the man of good repute in our midst; all such tools for the acquisition and expression of experience as are of common usefulness; and such ordinary facility in and habituation to the use of these tools as may reasonably be expected, these the elementary public school, whatever else it does or does not do, must impart to all its pupils or insure that they possess upon leaving it.

It should do this because its pupils are to be American citizens. It must serve as a great unifying force acting upon our heterogeneous population. Irrespective of differences in nationality, of race, of social status, of future vocation or education, of sex, of talent, of taste, or of any or all other distinctions that exist or that may be made to exist between them as individuals, a certain minimum level of attainment in these things must be arrived at by all if the school is to fulfill its true mission and if the state is to prosper.

Since this training for citizenship is to be common to all, our minimum standard of attainment therein can be neither very high nor very broad. It must be such as all non-defective children, within a reasonable length of time, say prior to the fifteenth year, can reach. There should be excluded from this common minimum curriculum all that is in any way special in its nature. Preparation for high school has no place therein, because only a fraction of our boys and girls will ever go to high school. Nor should we allow the elements of any special trade, calling or profession, or anything aiming at the earning of a livelihood to have place therein, because these violate our fundamental canon that only that which is of common value to all as citi-

zens of the state shall be imparted to or required of all in common.

A second legitimate function of the elementary school is to discover and train particular, individual abilities and talents, and to minister to particular, individual deficiencies and needs. Under this function fall preparation for high school, preparation for vocational life, the education of defectives, and the training and culture of special artistic and constructive talents. While under the first function, the preparation of citizens, a constant, universal, uniform, minimum attainment should be required of all; here the widest possible range of subject matter and training, the richest possible curriculum, varying if necessary from term to term, so as to insure a greater width, should be offered, and the greatest possible adaptation of requirements to individual needs and abilities consistent with group instruction should be provided.

A failure to recognize this distinction between common and special values in educational material and training has led to the present condition of an overcrowded and congested curriculum, required in common of all children, with the inevitable result of inadequate treatment and a widespread dissatisfaction with educational conditions and results. It is the recognition of the importance of the necessity of such a division of the curriculum that lies at the foundation of this argument. This having been granted, all the rest follows of logical and practical necessity.

None of the educational aims which I have named are new. They have met with general recognition, but little differentiation of the elementary curriculum in consequence of these varying aims has been attempted. All must take the full course. The ordinary procedure has been, when a new subject or new topic in an old subject has arisen and demonstrated or proclaimed its worth, to put it in on top of the already crowded curriculum and to require that all take it. The present curriculum is marked, therefore, by a variety of aims from common to all degrees of special. These two types of aims are found existing side by side in many of the subjects now required in common of all, while other subjects totally special in their natures are likewise required of all as if they were of common value.

Because of these facts, there is needed not only a separation of those subjects wholly special from those in part of common value, but also a reorganization of those subjects which contain elements of common value so as to separate that which is common from that which is special. In undertaking such a reorganization, I have found much material that is neither of special nor of common value, but has held its place merely from traditional, pedantic, sentimental or excessively logical considerations.

Three Canons for the Course of Study

Aside from these major considerations of common and special, there are three canons that I have found useful in determining the reorganization of educational material and practices so torn asunder into courses, as I have termed them, or units of instruction.

The first of these canons is *unity*. A demand for two or more kinds of ability should not be made in a single course. To violate this canon means that in grading a pupil in his work in a single course we must average two or more unlike abilities, the presence of one of which is no evidence whatever that the others also are present. This results in low standards and in inefficiency in the abilities that are raised from their low gradings by reason of the high ratings of other abilities being averaged with them. The other alternative is to retain the pupil in the course until the ability in which he is lowest shall have been strengthened to the point of passing. This results in unjust, and excessive, and unnecessary retardation, and is disastrous to the pupil's interest and effort. Courses in English furnish a good illustration of the violation of this canon. Frequently they make such diverse demands as skill in composition and literary appreciation. A child may be excellent in one of these and poor in the other. Many of them are. If standards are maintained in such a course, he can be passed only if he does satisfactory work in these two lines. Mere custom is causing us to link together to-day as single subjects of instruction things that make as adverse demands upon the child as other things that have always been taught as separate subjects. As educators we must insist as far as possible upon this separation of diverse elements in the interest of justice to the child and of efficiency in instruction.

A second canon is *brevity*. A short course is preferable to a long one; a half-year course is preferable to a year; a quarter year to a half. For many courses, even a shorter time-basis of organization is to be preferred. Brevity of the course lends itself readily to thoroughness therein, for a child who has not reached the standard of thoroughness therein can be held till he does with less loss of time. When a particular course is used for obtaining a diagnosis, to determine what are the educational needs of certain children, or what are their special abilities, a short course will serve the purpose, frequently, as well as a longer one. Closer grading is made possible by means of short courses, thereby lightening the teacher's task by reason of the greater evenness of ability or by reason of advancement upon the part of the individuals of the class. A single child of marked deficiency in a class divides a teacher's energy in two.

In a word, the shorter the course, the nearer can a child be placed at the exact point that his needs and attainments dictate. Moreover, all the advantages of a longer course can be obtained by having a child take two or more short courses in sequence where it is desirable. All courses need not be of the same length. Some courses require brevity in their courses more than others. Number and formal

language courses especially demand brevity; some geography, history and literature courses need not be brief.

The third canon is that of *independence*, non-sequence of courses within a given subject. I realize the limitations to the application of this canon. There are some subjects in which the element of sequence between courses plays a large part. But in all subjects teachers have insisted upon a prescribed order of sequence beyond what is necessary or desirable. The fundamental operations of number—addition, subtraction, multiplication and division—have been commonly taught in a fixed order of sequence, that in which I have named them. Teaching them separately agrees with my first canon, but the order of sequence may be varied to this extent, that either multiplication or subtraction may be taught second or third in order. Addition, of course, should be taught first and division last. In geography, history and English still greater deviations from any fixed order of sequence may be allowed, resulting in less rigidity and in more flexibility in the curriculum, to the decided benefit of the child.

Theoretically, the minimum curriculum required in common of all non-defective children should represent from two-thirds to three-fourths of their work during the first six years of their school life. Actually such a curriculum will require all but a small fraction of children from between six and seven to eight years to complete. From the first year till the completion of the required common minimum, from one-fourth to one-third as much work in addition thereto should be required of each child. This would add nothing to the total time within which to require him to complete the fixed minimum. This additional work should minister to the special physical, linguistic, social, future educational and vocational needs of each child, which he has in common with enough of his fellows to warrant the organization of groups for the purpose. It should aim also at determining and developing any special abilities that he may possess. There should be no election of courses on his part, but the principal of the school in determining the educational prescription for each child should take into account the factors of the child's interests and the wishes of his parents to the extent that these do not conflict with his own and his assistants' findings with regard to the child.

The Problem of Classification

The differentiated curriculum and course organization of subject matter just described presupposes some other system of classification or grouping of pupils for instruction than that afforded by the graded school, which assumes in the first place that all should take the same curriculum, and in the second place that any non-defective child with due diligence will progress with equal rapidity in each of four, five, six or more subjects.

For several years, I have been working with children classified upon a subject or course basis, extending from the lowest primary year through the secondary school, covering the usual range of re-

quired subjects, and I am convinced that nowhere within that range is it possible to have more than a small fraction of the children, if any, go forward, all subjects abreast, without restraining each child from making the progress of which he is capable in some one or more of these subjects, or without concealing by an average of high and low subject gradings, deficiencies in certain subjects that should not permit him to go forward in these subjects.

I have recently checked up about 1,750 programs of over 1,000 pupils, representing for each pupil from one to three half years of work in the subjects of arithmetic, history, geography, grammar, composition, literature and spelling, from two schools, organized upon a subject basis. The children were doing work corresponding to that of the low-fifth to the high-eighth grades inclusive. These programs showed that 25.9 per cent of the pupils enrolled at the time these programs were secured were taking all of the subjects named in what would correspond to the same grade or half-year. This includes those just entering the low-fifth grade work where all are started evenly. 30.5 per cent of the total number were taking their work in two different half years of advancement. With 24.6 per cent, there was a range of three half years of advancement from their lowest to their highest subjects. 12.9 per cent of them covered a range of four half years, while with 4.8 per cent there was a range of five half years. The gradings in a third school organized upon a subject basis from the third year to the eighth reveal approximately the same state of irregularity. In one school from whose primary years I have partial and unsatisfactory records only a considerable amount of irregularity is manifested in the second, third and fourth years, but just how much it is I am as yet unable to state.

If such evidence as I have means anything, it seems to mean that irregularity, rather than regularity, of advancement in the different subjects of the common school curriculum is what may normally be expected if children are classified by subjects rather than by averages of several subjects.

I submit that any child ought to be allowed to progress in any subject as rapidly as his abilities will allow and equally ought he to be allowed to prolong his studies in any subject that is especially difficult for him until he shall have mastered it. No child should be advanced in any required subject until he has mastered it, no matter what his standing may be in several other subjects. No child should be held to the drudgery of repeating subjects already mastered simply because he has failed to master some other or all other subjects.

The Problem of Expert Instruction

A departmental organization of the teaching force is necessary for handling such a differentiated curriculum as I have described. Equally as necessary is a departmental organization for handling classification upon a subject basis. Departmental teaching is coming to be a common feature of grammar grade instruction in urban schools because of the higher grade of instruction afforded

thereby. I have employed it in all years from the lowest primary up and have found it not only a satisfactory means of securing expert instruction in every subject of the curriculum, but a means also of a material reduction in the salary cost from that of a corps of grade teachers supplemented by several special teachers. The saving has been brought about by eliminating special teachers, substituting therefor teachers within the regular corps, by evening up the time that all teachers in the school shall be on duty, and by consolidating several classes for practice or study in a common hall under one or two teachers. Where home-study is eliminated and all preparation of lessons is done within school hours, which I consider a desirable feature, this last item represents a considerable saving. Below the fifth year, approximately, consolidation of several classes for gymnastic or play purposes takes the place of consolidation for study purposes. Consolidation of several classes for chorus music under a single teacher can also be carried out, leaving several teachers free for other assignment within the school. The saving thus effected can profitably be employed in extending the range of the curriculum and in securing additional departmental instructors and equipment.

Some will endorse what I have said with regard to the upper grammar grades only; but from working with little children I have become convinced of its equal applicability to them. They seem to be as different in their interests and abilities as are their older brothers and sisters. The régime of the present elementary school is just as little suited to the former as to the latter. I realize that the present situation is more acute with regard to the adolescents and to the pre-adolescents, but only so because of their ability to rebel against manifest injustice and of the fact that over 50 per cent are actually doing so in failing to complete the elementary school. But the unsuitableness of the present elementary school régime is none the less certain with regard to those of fewer years and less mature minds and bodies, whom the law compels to be submissive and attend. A curriculum adaptable to their needs, a classification suitable to the best development and nurture of their several abilities and natures, and the most expert and artistic teaching ability obtainable are just as much their rightful heritage as they are of their older brothers and sisters who are about to finish the elementary school.

The Plan Works

It does it behoove any school man to proclaim that he cannot make such a system work. An enriched curriculum and thoroughness in the common elementary school subjects are being demanded of us by social forces that are irresistible. The graded school, with its narrow, uniform curriculum, is proving inadequate for the task committed to it by the American people. Differentiation of the curriculum seems to be a necessity. I have attempted to outline something of a reorganization having this in view, which has been tested and is being tested, and it works.

THE TEACHER AS INDIVIDUAL EDUCATOR AND AS SOCIAL ENGINEER

An Address Delivered by William E. Chancellor at the General Sessions of the National Education Association, 1913

Social Regimentation or Personal Freedom

The uniform common school is growing wider and higher into the various universal school. In social and institutional relations, the history of man has always been a history of conflict between social regimentation and individual self-realization. One ideal has been social solidarity, the other personal freedom. One practice has been uniform schooling; the other personal development.

The Different Patterns of Life

Plato, immortal for his previsions of truth, said in "The Laws": "As the shipwright first lays down the lines of the keel and draws the design of the ship in outline, so do I seek to distinguish the different patterns of life and to lay down their keels, according to the natures of the souls of different men; seeking truly to consider by what means and in what ways we may best go through the voyage of life."

Comensky, Rousseau and Froebel gave us the enlightening phrases of "education according to nature" and "education for independent livelihood."

The Three Natures of Man

Until, however, to an extent, science had revealed the several natures of man, education according to nature could not be secured. These several natures are those of himself as a human being, of his habitat with its climate and resources, and of his community with its races and society. Science is a rigid, uniform, universal method of fact-gathering and collating, of qualitative analysis upon principles involved in the field of the facts under review, of quantitative measuring, and of statistical computing with a final interpretation and recording. Whatever is dim, complex, vague and unnumbered; whatever is obscure, mixed, boundless and not yet "down in the books" is an open invitation to science and challenges investigation, analysis, measurement and recording.

Science and Education: Origin of Man

Such science has given to us political economy, sociology, anthropology, physiology, somatology, psychology and psychophysics for the interpretation of man as a physical creature, as a mind, and as a social factor. It is a scientific hypothesis that man originated in a conflict between the Asiatic great apes, the orang and the gibbon, which are red-haired and yellow-skinned, and the African great apes, the gorilla and the chimpanzee, which are black-haired and brown-skinned. By this hypothesis, the conflict proceeded while the ancient Mediterranean Ocean was drying up to leave remnants in the present Indian Ocean, Red Sea and Mediterranean Sea. Out of that conflict, Adam, made

"of the dust of the earth," emerged as "a living soul," and "eating of the tree of the knowledge of good and evil" became man, the same in natural character through all generations. Whether this hypothesis be true or not, the animal instincts, either derived from animal ancestors or acquired by imitation of them, are almost ineradicable in man, who to this day is the scene of warfare between flesh and spirit. Perhaps Satan is a magnificent and terrible figure of speech by which man has personified the carnal depravities of his animal instincts. Perhaps Lucifer is a figure of speech personifying the depravities of his psychical powers. Certain at least is it that ideals fight daily with animal instincts and with intellectual plans for their gratification and are seldom perfectly victorious.

Most Men Not Yet Free

Because of this "drag of the carnal," few men win freedom. Bosses, themselves seldom free, still tell most of us what to think, how to vote, at what to work and for how much. The world is full of dependents, not self-starters, not self-propellers, incapable of self-direction. For a varied world of unnumbered opportunities and needs, education still outfits all candidates in scarcely more than a half dozen uniforms of ideas and modes of conduct.

Too much we deal with terms for which there are no correlates in reality. The school world is too much a world of illusions and of delusions.

The Uniformly Trained as Perils to Labor

Why curse the poor with millions of annual recruits that pour from the schools in ceaseless floods of uniformly regimented persons into reservoirs already overflowing? Why cower before that blind kind of capitalism which imagines that its one great interest is low wages through an overcrowded labor-market?

We go on and on, setting the physical giant to selling buttons over a counter; making natural mechanics into lawyers; natural housewives into teachers; natural sailors into clerks. Everywhere we set men and women at tasks contrary to their natures. Everywhere are smashups and breakdowns. What with thin, nervous men for judges; with big, cheerful men for directors; with young men who can neither see nor hear for reporters; with young women who are too weak for house-keeping to be wives and mothers, we make many sorry messes of courts, of business, of journalism and of homes.

Leaders not Welcomed

Moreover, for thousands of years, we suppressed every genius, every inventor, every poet, every originator, every leader that we could. Yet we

most need these very men who can see and create.

Next we need men who can establish and maintain independent livelihoods, who are free because they own their jobs. There is always an excess of those who are incapable of self-direction.

There is but one way that we can follow so as to increase by education the members of those who are self-directive, and that is to educate all according to nature.

Physiopsychic Facts Wanted

We must know the time-rates—manual, pedal, vocal and sympathetic internal of our boys and girls who are the material to be educated. We must know their natural energy, their metabolism and blood-pressure, and how by diet and other regimen under the prevailing climatic and social conditions to increase their energy. We must know their persistence, perseveration, fickleness, recurrence, periodicity in action. We must know their sense powers of hearing, of sight, of touch; and wherein their natural motivation from sense-images, is strongest, wherein weakest, for some are auditory-motor, some visual-motor, some tactile-motor, some subjective or central motor, and some non-motor. We should know the length of the memory-span and its strength, and the extent and intensity of the fields of imagination and of judgment. We must know their formal motor control. We must know the dominant instinct and their other prominent instincts, chief of which are fear, curiosity and hope; their habits, their ideals, and their environments.

The Teacher as Educator

The first business of pedagogy is pedagogy—leading children. The first business of education is educating—making powers come forth, awaking the sleeping potentialities of children and youth. For some thousands of years, many have supposed that the first business of pedagogy and education was scholarship, knowing all about reading or English, music or geography, Latin or philosophy or law or any specialty or generality—whereas in truth the teacher needs to know all about children and youth and adults, and gets along nicely with only the elements of so-called "subject-matter." The first business of education is to educate; the last business is to impart knowledge as such for its own sake.

Of course, boys and girls do not like to be educated; they wish to be as they are, unchanged in quality, but enlarged. This pride, carefully considered, is a sufficient reason for educating them out of what they are into the larger and better self which the educator believes they are capable of becoming.

Attempting the Impossible

Strange as it sounds upon first statement, only moderate powers need seriously to be worked upon by the educator. It is criminal to try to make the non-ear-minded auditory. John Pierpont Morgan was eye-minded, loved pictures, was the first book-keeper in the world, and disliked to be talked to. Abraham Lincoln was ear-minded, loved conversation, was the best listener in the world, and read but little, and most of that aloud to please his ear-

mindness. All artists are eye-minded; all poets ear-minded.

And, save for experts, it is a work of super-erogation for average persons to try to educate those with congenital gifts. Some are born farther on in skill than others can ever get; the would-be teacher is behind the learner. Many boys and girls have longer and stronger verbal memory-spans than their teachers; and some can never develop verbal memories. Once a little boy at home said to his music-teacher, "Quit doing dat; hurts boy's ears." He was born with absolute pitch. His teacher slightly flatted, despite training. Lest the ordinary schools be in contempt, they should not try to train genius but only to give it room, and more room, opportunity upon opportunity. Half the time of American graded schools is spent in teaching children what they already know or what the teacher does not really know himself.

Moderate powers, capable of development, "good parts," natural talents—these invite our pedagogical endeavor, and only these.

The Crime of Uniform Prescription

The various school will not be prescriptive. It will not require every boy and every girl to pursue every study. In it, there will be no sacred seventy-five per cent, to be attained by everyone in every subject. The uniform school is a prescriptive school that by ignoring aptitudes and deficiencies often denies and therein defies the natures of individuals.

Long Tenures Necessary

Because it is the duty of the educator to know every individual, it is necessary for him to stay long in the community. It is arch educational heresy; it is crime against the community, for its teachers to be pedagogical journeymen, school-tramps, vagrants, shopping about from state to state. Every great school has had a relatively permanent set of teachers. A merry-go-round school only amuses and cannot educate its scholars. Similarly, a kaleidoscopic school superintendency makes bedlam of the schools. Every great school system was created by superintendents of long tenure. This is not the notion of democratic rotation in office, but it is historically derived good sense. Long tenure for supervisors and for teachers is the salvation and permanent sanctification of American schools.

The Teacher as Community Surveyor

Only one who has lived in a community for many years really knows it; nor does even this one know it unless he has taken a deliberate survey of it—knows the numbers of the persons engaged in the various occupations; their incomes; the strength and weakness of its social institutions, of its organizations, of its leading and lesser citizens, knows its associations and movements, and its progressive and retrogressive tendencies. As the lawyer and the physician make a lifework not only of their professions but also in the same communities so also should teachers. Life-tenure, voluntary rather than compulsory, is a true watchword for every profession of social control.

The patient who does not wish his physician to

know his family history will, when he falls ill, probably die; and the student whose teacher does not know his family history must probably miss an education according to his nature.

Many a young educator, seeing a city full of enterprises of one kind, immediately jumps to the conclusion that the school youth should be prepared for this kind of enterprise.

But because a city is full of textile mills and of mill-operatives may be a very good reason for not training the boys and girls as textile-workers lest wages fall yet lower. Because the city has no farms and almost no gardens may be a very good reason for teaching its youth agriculture.

Who fill the insane asylums? Men and women bored into neurasthenia by lives they hated. Women never born to be wives and mothers. Factory-hands never born for city-living. The notion that a man or woman should try to do anything that waits to be done by some one is both pathological and sinful.

The Great Variety of Occupations

According to the census of 1910, America has now nearly ten thousand gainful economic occupations and many more non-gainful yet economic occupations. Inventive and original men and women pursue various economic enterprises too numerous to be catalogued here. Who own their jobs? Those in non-competitive pursuits—those who are proprietors, employing at least themselves, if not others, and those who are supremely skilful even if employed by others.

Educators operate not only as teachers of individuals, but also as social engineers. Because a youth is interested and skilful in organic chemistry and a brewer offers a good salary to him as a chemist of malt liquors or a distillery for services as a chemist of alcoholic spirits—perhaps so-called because they awaken the demoniac spirits in the human soul—does not constitute sufficient ground for educating such a youth at any cost, public or private, as a malt brewer or as a whiskey distiller. Because a man has the various talents required of a card sharp would not constitute sufficient grounds for educating him as a poker player for money stakes. Stock gambling, likewise.

Occupations may be classified as beneficent, as innocent, and as maleficent.

The educator as social engineer should train youth for vocations that are both fairly profitable and socially desirable and beneficent or at least innocent. In truth, vocational instruction halts upon our need and want of adequately prepared vocational instructors of many kinds. Especially do we need superintendents of schools and professors of education who know something of the general meaning and local circumstance of vocational guidance.

Developing the Resources of the Habitat

The great west, with its agricultural and mining interests, needs local markets through the spread of manufacturing and commercial enterprises. It should sell its orchard and garden fruits, its cereals, its metals and minerals, its sugar and leather

at home. To develop local manufacturing industries, develop in the schools youth who understand such manufactures. Nature never intended all the children of the western plains to be ranchers or all the children of the eastern cities to be traders or factory-hands. Everywhere human nature is polyphase and various. Every community should be reasonably various even though this temporarily reduces railroad freight and dividends.

The Right to Be Developed According to Nature

To get the universal and various school, several changes are requisite. First, there is requisite a change of opinion and of tradition in the teaching profession itself to the effect that each youth has the right to be developed according to his aptitudes within the reasonably inferred limits of his capacities in the direction of his norm. Educators need to see that in nearly all instances per force the uniform school is crippling and stultifying.

Nearly every boy and girl should work at least part of every day in school until twenty-one years old—for their sakes and for our sakes—lest they enter the world ill-prepared to serve, and lest they lose their lives for want of knowing how to serve, their day and generation. No youth should be graduated from school into the life of the economic world until educated as far as his original heritage of powers permits.

The Teacher as Social Engineer

There is requisite, second, for the securing of the universal and various school a change in the public conception of teachers. We are not mere school-keepers and child-tenders. By education, youth are regenerated. Like irrigation, teaching turns many a desert into an oasis. Because the teacher is an individual educator of talent and of genius, he is also a community-architect, a social engineer, a nation-builder.

Third and last, there is requisite, at least in the east, a change in the opinion and tradition as to the nature of educational costs as investments of time and of funds in posterity. We teachers could not, even if we would, stop the American people from spending ever more and more money for education in a ratio faster than the increase of wealth, yet causing that increase. We double our total expenditure now with every decade. This stupendous fact, when wealth computed in money increases only one-quarter every decade, and population not quite one-fifth, must sink into the understanding of all teachers and become one of our canons of judgment. We propose to get for teachers the best men and women, even if in some cases we must take experienced mothers and still more experienced grandmothers out of their homes and reject both over-trained and would-be overplaced masculine mediocrities, usually, subjective-motor, with much energy but no ideas correlated with real facts, and also some young girls who need the wages.

Not Over One in Twenty Educated Now

We must find the way to end the oppression of the poor and the angering of the discontented
(Continued on page 19)

WHAT SHALL WE DO WITH THE SINGLE-ROOM SCHOOL?

M. P. SHAWKEY, STATE SUPERINTENDENT OF WEST VIRGINIA

The Vast Number of One-Room Schools

The prestige of the "little red school-house" rests on something more substantial than mere sentiment. The little old school yet remains one of the *biggest* factors in our educational problems. In the number of teachers employed, it shows up a total of 212,000, as compared with an aggregate of 500,000 in all the consolidated, graded, village and city schools of the nation. According to the notable monograph put out a few weeks ago by Dr. Monohan, of the United States Bureau of Education, the rural schools enroll something over half of all the pupils of the country, and of these 60 per cent., or 6,689,000, are to be found in the single-room schools. If territorial extent were to be considered, it would probably be found that four-fifths of the country knows no educational institution beyond the old-time one-room school. If, then, as many as two-fifths of our people are educated by the single-room school, it is a *big* factor, and if its work is a failure, that fact should cause alarm.

The Good Rural Teacher

There is no place in the world where the good teacher has such a full and free opportunity to produce effects and get results as in the little country school. There is no committee-made course of study to hamper him, no system of lock-step promotion, no waiting for the end of the term for the bright pupil to get new work, no stereotyped supervision, but he is free to exercise his own initiative; he has an inviting opportunity to mingle freely with his pupils socially, and to throw his whole soul into their own life and work. Moreover, he works in a less complicated social and industrial atmosphere, which makes concentration of effort easier. He is free from the dissipating influences of the street fakir, the gang tyranny, the cheap novel, the vaudeville and the moving-picture show. Consequently, the strong teacher may and often does develop in his little country school the straight-shouldered, clear-eyed, steady-nerved, strong-willed, honest-hearted, active-brained young man, such as we can look upon and feel proud of our human kinship.

The whole truth in the case, however, is bad enough. My only thought here is to venture a few words in appreciation of the work of those heroic souls in the little school who have caught the inspiration of their opportunity, and rendered the service which only the great-hearted know how to render. My regret is not only that so few teachers have done this thing, but that conditions in the country generally are not conducive of that kind of service.

Three Remedies

The collective experience of the various States

has demonstrated at least a few of the fundamental principles involved in the case.

I would say:

1. Abolish it, by the process of substitution. There are a great many of these schools that can offer no better reason for their existence than the small boy who ran into his mother's French-plate mirror and smashed it, giving as his reason that he got a-going and couldn't stop. In every State in the Union there are still more or less of these isolated little schools that have got a-going and couldn't stop. They should be brought together at some central point and made a part of a larger and better school there.

Some enthusiasts go so far as to prescribe consolidation as the one great cure for all cases. But like Christian Science and the man with the broken leg, there are instances where the remedy doesn't apply. Because of the mountains, soil and climate in many sections, they are probably permanent fixtures in our educational system, and that in no inconsiderable numbers.

2. Reinforce it with *competent supervision*. I enjoy a farce when the bill is set for a farce, but I am pained to see a serious plot fall into a farce in spite of the desperation of the actor.

Stage the play? It's an educational institution in the midst of a community of gray-headed and hard-headed men and women, middle-aged men and women, young men and women and kindergartners. This school is to teach not only the three R's, but now the four R's, the fourth meaning right living. Add to these twelve other branches, including agriculture and domestic science. Then the school is to be made the social center, and take the lead in molding public sentiment for good roads, good health, co-operative marketing, and a score of other great reforms. Who is the master to undertake all this? Why, for that job we pick out an inexperienced girl, seventeen years of age, and send her off alone out there in the country, ten miles from the railroad, and offer to pay her \$40 per month for a five or six-months' term. Is such a thing a farce or is it a tragedy?

A Sorry Picture

In all respects the coldest, dreariest, most desolate and hopeless picture in our whole educational scheme is that of a remote single-room country school, an unattractive box on a knotty half-acre, alongside of a muddy road, poorly heated, fearfully ventilated, supplied with rough furniture, without library, pictures, paint or other decorations. To make the picture complete imagine as the arbiter of the destinies of this situation a young girl teacher, inexperienced, untrained, and perhaps snatched from

a town or city environment to teach the six months' term of school and then be gone.

In nearly all such cases, however, it is possible to supply helpful local supervision. Such supervision is being provided in Washington, West Virginia, some of the New England States and some of the Southern States. Barring consolidation, it is perhaps the greatest step towards the redemption of the rural schools that has been made in a quarter century.

In the city we provide a supervisor for every nineteen teachers, the great majority of whom are not only professionally trained but experienced. But in the country, with its doubly difficult task, we throw the young teacher without training or experience overboard, and say, "sink or swim." Little wonder that in so many cases it proves to be "sink."

It is amidst conditions such as these that the rural supervisor renders his greatest service. He is a friend and counselor. He adds to the success of the strong teacher, and saves the weak one from certain failure. He may get the teachers of his district together for a conference every week, thus enriching their social life, as well as refreshing their enthusiasm and giving some help in matters and methods. He can easily obviate many of the blunders of the young teacher groping her way along without the advantage of professional training. He can also exercise a restraining influence upon such teachers as are thoughtless or rash, and likely to bring trouble upon themselves and dissensions into their work. He can back up and reinforce substantially the good work of every teacher in his district. The district supervisor improves the teaching, the discipline, the attendance, the spirit and the ideals of the school.

In one of the States where this plan of close rural supervision was put into operation five years ago, it has been found that the percentage of attendance in all the schools thus supervised increased in three years from an average of 69 per cent. to a general average of 86 per cent., a gain of almost 25 per cent. in that short period.

A two-teacher school has double the opportunity for efficiency that the one-teacher school has, and the one-teacher school supplied with competent supervision close at hand is in effect a two-teacher school, and supervision is possible in many cases where the larger school is an impossibility. Some who have made a study of the plan of rural supervision, which I am describing, claim that it will increase the working efficiency of the single-room school from 25 to 40 per cent.

3. I have a third remedy to propose for cases where neither of the other two remedies will solve the problem. *I would change its sex.* In the country school, the old "master" has disappeared, and the school "miss," a distinctly different type of teacher, has taken his place. In most instances the school "miss" is really a superior type of humanity, but notwithstanding that, a good many of her schools have been "going down hill."

We should change the sex of the one-room school, not because men are the better teachers. They are not, but for the very substantial reason that the man may stick to his job, but the woman teacher will not. I have the authority of our Federal Bureau

back of me in declaring that the average teaching life of the rural teacher is less than four years. An army of fifty or sixty thousand girls abandon the profession in the rural districts every year, mostly exchanging school teaching for home-making, which, by the way, we cannot but regard as a first-class "swap."

The difference is that when the man teacher marries he not only continues teaching, but he goes into it with increased earnestness, but when the girl marries she throws her profession into the fire, and never thinks of it again. Therefore, if the one-room school is to become a thing of permanency and power in the community, it will call for a man teacher in the majority of cases.

A Home for the Rural Teacher

If the community will then go one step further and provide a home for that teacher, a neat, cosy house with garden and orchard, near the school-house, so that the teacher may not only keep the school plant alive during the entire year, but rear his family under decent conditions, that school will make itself felt in the community.

Let the City Deal Honestly with the Country

The products of the farm are collected in the towns where the accumulated treasure of wheat, corn, cotton and cattle is taxed to support the city school. The railroad drains the country and concentrates its rolling-stock, warehouses, terminal facilities, stocks and bonds in the cities, where they are taxed to support the city schools. The city banks collect the surplus money from the country and turn it over to finance large business concerns, which in turn pay their taxes to support the schools of the city. Mine and forest pay a like tribute, and the greatest of all natural resources, the brain of man, is turned into productive activity to pile up the wealth of the city.

Thus the endless-chain process continues. The city porker grows large and lusty, while the little country fellow develops lung-power and patience only. The city seems to think it should have all the money, and that the country should be satisfied with its great stock of fresh air.

For a minute note the contrast in conditions. In the United States one-fourth of the people only live in the cities, but that one-fourth spends one-half of the nation's entire school money. In other words, the nation spends three times as much in the education of the city boy as on that of the country boy. Is that a square deal? Is it sound political economy? The city has most of the high schools, and nearly all of the libraries, museums and laboratories. The one-fourth of the people who live in the cities own three-fourths of all the public school property of this country. The cities pay their teachers double the rate of salary for a 30 per cent. larger term. The cities also gobble up most of the available supply of professionally-trained teachers. Money has enabled the cities to do these things, and to my mind we may talk about the fresh air of the country, we may "readjust the course of study," we may "fit the country school to the country needs," and do all these other good things, but until the country gets

more money, it will not grow fat very rapidly. Country homes must have more comforts, and country teachers must be paid better salaries.

The situation at present is not without encouragement. As a people we are getting rid of some of our local selfishness. We are learning the value of co-operation. Our cities are learning that they can't go on prospering indefinitely without prosperity in the country. We must carry that idea further. As a matter of self-defense, if for no more worthy reason, the cities must abandon the selfish policies which they have pursued, and join hands with the country for a mutual prosperity, whose Americanism shall be broad enough to reach every child, whether rich or poor, black or white, in the city or in the country.

THE SPIRIT OF THE TIMES

School Room Equipment From Our Forefathers to the Present Day

The Wood Age

Wooden desks were in keeping with the old log schoolhouses and with the spirit of the times. But advance along educational lines demanded a change. Then came a big advance over the wood age. The comfort of pupils was given some attention. Desks were built with an idea of beauty as well as durability, yet the idea of sanitation was neglected. Sanitation is now considered of great importance, as shown in most all sides of school activity.

The Iron Age

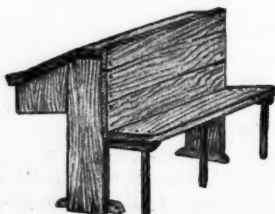
A century or two ago, the little one-room schoolhouses of America, then almost entirely agricultural, had for the accommodation of the "scholars" (as all were then called) a split log with four pegs in it, the upper surface finished as best could be by axe, or in fortunate schools by adze. The past still lives in the present. To this day, such log-seats survive in one-room rural schoolhouses in a dozen different old states.



18TH CENTURY

Seldom was there a desk upon which the "scholars" might write. Nor in truth was writing required at all. Usually the "scholar" was not expected to try his hand at writing until he had been at school three or four years for the brief winter and summer terms. Then he wrote upon a slate and later upon paper with pen or pencil at the master's desk. Such women as taught school seldom taught handwriting.

Then came progress in the shape of a big double or treble or quadruple desk or bench with seat attached, made of split planking. Hundreds of one-room rural school-



1800 TO 1845

houses have this kind of desk even yet. It was almost immovable from its weight, yet was often nailed firmly by a cleat to the floor. It was, so they thought, easier thereby to keep the school in order.

In the third period, which began after the war, desk and chair were separated; and the supports were of cast iron. This was a great improvement. It was easier to mop and to clean around the legs of the school furniture. Children worked in isolation. There was more space



1845 TO 1860

around each pupil. Bad big boys were no longer seated beside good little girls; or occasionally vice versa, bad big girls beside nice little boys; or again, impish boys beside angelic girls. Desks and seats were made of various sizes—according as the planks ran.

Sometimes desks and chairs were combined; but they were made with appropriately sloping lids and curved seats. It was henceforth less painful to be incarcerated in school six hours a day, the usual period.

Within a decade has come the fine adjustable desk and seat, with lid also adjustable. The American Seating Company made it, and they made it well. There was no room for dirt around the base of the chair pedestal or the legs of the desk. Every child now had a desk and chair to fit him—a wrench served the turn, and janitor or teacher or big schoolboy made the turn.



1900 TO 1911

This adjustable furniture is made of part wood of the finest quality and finish and part steel; or of all steel, well lacquered to last for centuries and easily washed antiseptically as often as is desirable.

It has been a long upward climb of human care and of human ingenuity. It would be hard to plan anything better. Millions on millions of children now go to schools with furniture as comfortable as the finest of office desks in the richest of commercial and industrial companies. No more spinal curvatures or strained eyes because of torturing school desks! The school has become a mansion of comfort and convenience, not a prison.

Free Activity and the School Desk

The initiative of the pupil, self-activity, free movement; these are the keys to the secrets of modern education. Regimentation with all that it

implies and with all that attaches to it is no longer the path or the goal of education. The standardized, fast-to-the-floor school desk, lauded in its time by more than one great educator in books for pedagogical study and for library consultation as the greatest contribution upon the material side by the United States to education, represents the acme of regimentation.

In the last twenty years we have seen the reconstructed classroom spring into existence and become standard with its several requirements of free-moving air, unilateral light, slate blackboards, twenty square feet of floor space for every child, ceiling not less than twelve feet high, with a sanitary sizable wardrobe, with heating apparatus not in the room, with sanitary toilet conveniences, with book-case for teachers and children, with walls properly tinted and with good pictures upon them. This has meant a reconstruction of the public school mind itself. Science has conquered a realm for the children, and art has entered with science.

In the last ten years we have begun to see the reformed school desk. The old double desk fast to the floor, often a bad boy seated there supposedly as a punishment for him at the side of some good girl, to her misery, and to his shameless delight, has gone. It economized space and first cost! We have ceased to care for such economy.

Now we have the unattached desk and chair in combination, comfortable, light in weight, strong, convenient, easily portable, adjustable for both seat and desk, distinctly individual and personal, as desirable in high school or eighth grade as in second grade or kindergarten. The manufacturers have patented it and consider it inimitable. Wisely, they have kept the price low so that it is within the reach of the treasury of any school board, rural, suburban or urban. We have seen it in use for years at a time, and know that it helps the pupils develop in physical grace and in intellectual freedom. In rooms equipped with this desk, whenever desired, the pupils can be grouped about the teacher for recitation and drill. Or the floor may be cleared for gymnastics and games, even such games as bean bag throwing upon rainy days when the air is stuffy, and growing lungs need moving fresh air from open windows.

Are there objections to the Moulthrop combination desk and chair? None from those who see the meaning of the new ideas in education. It is the desks for progressives who believe in the initiative of the pupil and in adjusting schoolroom conditions accordingly.

Beginning with the January issue, Dr. Chancellor will publish in this paper a series of articles on pedagogy based on the Herbartian principles according to G. Stanley Hall.

Norwalk, Conn., has put the new high school upon double session, the three upper classes coming in the morning, the freshmen in the afternoon. All teachers devote the entire morning and part of the afternoon to teaching. The overcrowding is due to greatly improved school conditions.

Joliet, Ill., pays all teachers every fortnight. Many cities are now paying teachers twelve months in the year.

MOVING PICTURE MACHINES

A good school stereopticon and outfit can hardly be had for less than two hundred dollars. A strong, safe, convenient, non-flickering moving picture machine costs somewhat more.

The points into which purchasers of moving picture machines should look are several.

To begin with, the machine should stand solidly upon the floor. Its center of gravity should be well down so that it will not vibrate when in operation and be not easily turned over. Even when in a booth that is fireproof, this is an essential.

In the second place, all the levers of control should be easily managed and substantial. The machine must be no toy.

In the third place, a machine requiring so many adjustments of the carbon, of the lens and of the film should be capable of the finest manipulations resulting in accuracy at every point to the hair line.

In the fourth place, it is highly important that every mechanical feature that concerns the movement of the film should be perfect. Films are easily broken. They are inflammable. Sometimes they are weak from wear or careless handling. And they require plenty of room so as to be easily and entirely accessible to the operator.

In the fifth place, all the features of the machine should work together in the production of a brilliant picture upon the screen in focus and moving without a flicker. The eyesight must not be strained. The ideal, of course, is a picture as much like that of the moving world about us as is mechanically possible.

In the sixth place, the machine should be as nearly silent in operation as is possible. The attention of the eye must not be distracted by noises reaching the ear.

The origin of the motion picture tells something of the reason for these requirements. In 1871, Leland Stanford made a wager that at no time did a running horse have all four feet off the ground. An Englishman, one Muybridge by name, heard of the wager of the famous Californian and thought out a scheme of photograph by means of which he might be able to discover and demonstrate conclusively the truth whatever it was. At intervals, he placed numerous cameras along the track; and Senator Stanford won his wager.

The cameragraph shows just what is going on all the time, not only every second, but if need be every sixtieth or less of every second.

No eye can perceive an object exposed for less than one-fiftieth of a second. That is the least limit of vision.

In reality, the pictures of the motograph do not move at all; but they remain so brief a time and are displaced so rapidly that the two successive visions merge into a moving vision.

The normal period in moving pictures for the exposure of a scene is one-sixteenth of a second or of 960 pictures per minute.

The best motion picture machines are now driven by electricity, which is powerful, steady and silent. A single reel is usually 1,000 feet in length; but

both shorter and longer reels are used. There are usually sixteen pictures to the foot so that the usual rate of film from the reel-disk is one foot per second.

There are many mechanical details of interest—the shutter, the lens, the arc light, the lamp house, the reels, the release apparatus and the motor. And it takes for an operator a man who is part mechanic, part artist, attentive, ingenious, of good judgment, for the rate of the movement of the film should be appropriate to the scenes at various stages.

THE SELF-RESPECT OF THE TEACHER

Self-respect is more or less a matter of self-reliance, and in the converse less or more a matter of public opinion. Some persons think well of themselves, others think ill of themselves, without reference to what may be the opinions of others. Some communities think highly of public school teachers as such, others think meanly of teachers. A person by nature self-respecting has, of course, a pleasant time in any community where to be a teacher of itself is to have social prestige. A person by nature self-depreciative has, of course, an unhappy time in any community that thinks meanly of teachers generally.

The socially and personally more significant situations are two. Of these, the first is where a self-respecting person finds himself in a community where public opinion scorns teachers, while the second is where a self-depreciating teacher works and lives in a community that desires to exalt the teacher.

In the former situation it is difficult to avoid harsh personal experiences. In the latter one is often uncomfortable because there is too much public attention, and too much is expected of one.

The four situations now suggested are by no means all. The total social complex for the five hundred thousand teachers of America is in truth far more difficult to unravel than has as yet been suggested.

There are communities in which classroom (or school) teachers are held in high respect while principals, supervisors and superintendents are but meanly regarded. There are other communities where the class (or school) teachers are scorned while the officers are looked upon with great social favor. I recall vividly a week or so in a community where the high school faculty, all of them, were social lions while the superintendent and the grade teachers had no consideration at all. There is a large city in the east where the grammar grade teachers are politically powerful and socially prominent while all the other educational employees are ignored. Not long ago, in one city, the teachers held a reception and invited the members of the board of education with their wives and also other citizens. To that reception elaborately prepared only one person not a teacher came; that person was a native-born German, a bank cashier, who vigorously expressed his astonishment at the peculiar denouement. Not twenty-five miles away in another city to a similar reception came several

hundred citizens, including the mayor and the leading business men, with their wives and daughters.

In these premises, it is profitable for every superintendent and for every teacher calmly and quietly to consider two questions,—one whether or not he himself is self-respecting, and the other whether or not his town or city thinks highly of teachers.

Not for ourselves is this suggestion offered but for the children and youth. The boy who has self-respecting teachers and who lives in a community where teaching is honored can be educated. He will desire to stay at school as long as he can. He will think that there is something worth while in being educated because he sees that there is something worth while in being an educator.

The purpose in presenting this matter is not so much to suggest remedies as to assist in diagnosing the case. Yet there are remedies.

American communities inherit and transmit certain traditions. There is a tradition that a public school is a charity school for the poor. There is another tradition that a public school is the pathway to power through knowledge and skill, the avenue to college, to university, to business prominence, and to the learned professions. In some communities, the wealthy and the cultivated do not send their sons and daughters to public schools but elsewhere; and there are other communities where for a boy or a girl not to go to the public elementary and high schools is unfortunate evidence either of a weak head or of an insubordinate character.

In your community, which is the tradition? Men and women teachers fail to be self-respecting from any one or more of several causes. Often they are not really well-prepared for their tasks. They feel insecure when they teach. They find themselves deficient in knowledge or unskilful in instruction or in control.

Often, and not always in the same cases, they receive poor wages and have no tenure. It is one thing to start in as a beginning teacher in an elementary school at thirty dollars a month as in some states and a different thing to get at once sixty dollars. A dollar has indeed a different purchasing power in California from what it has in South Carolina; but even the bookkeeping statistical fact has an influence. One is happier when one gets three dollars a day than when one has only a dollar and a half a day even though in the former case board may cost seven dollars a week and in the latter equally good board costs only five or perhaps four. And it is easier to save a margin of ten dollars a month above the necessary costs of living in the more highly paid school than in the less well paid school. Some communities resent the idea that teachers can and do save money, and other communities will allow their teachers to be so poorly paid that they cannot save money.

There is another cause of absence of self-respect; or rather another set of causes. It makes a deal of difference in what kind of schoolhouse one teaches and what kind of schoolroom one has. Teachers lacking in self-respect "put up" year in and year out with poor accommodations. The self-reliant either work for and get better accommodations or within a few years give up teaching in the com-

munity; they go into something else or seek a school elsewhere.

Absence of self-respect is sometimes due to poor health, which in turn may be due to unsanitary conditions of teaching. And it is sometimes due to a remorseful conscience grinding away upon sins not yet truly repented of and utterly forsworn.

The ideal is a self-respecting teacher in the community where the teacher is regarded as useful and important. The case is not often one for sudden action by the individual teacher but usually for patient outreaching and for intrinsic and substantial growth.

TREADMILLERS

There is now in use upon the best automobiles a supplementary electric engine known as a self-starter. From it may be drawn something of suggestion for busy schoolmen and schoolwomen and especially for city, town and county superintendents who serve boards of education and hold office at their pleasure and usually to the peril of the superintendents. The self-starter cannot drive the automobile many miles; but it can start the main engine, it can keep a balky engine in motion, it can work the automobile slowly through heavy traffic for a furlong or more, it can reverse the car with the engine shut-off and with amazing quickness go backward in retreat, it can help work up a steep hill, and it serves well in a pinch.

To many schoolmen the day, the month and the year are treadmill grinds. Forever they move forward up the cleats, forever the cleats move backward down into the mill, but forever the schools keep working from the drive of shafts and gears. In this fashion, the work is done. To themselves, to the pupils of the schools and to all observers, they seem to be treadmills. Many a schoolman and many a schoolwoman has backed down out of the treadmill from sheer discontent with endless, changeless, viewless, unadvancing toil.

The public school often appears the bed of a current in which the water forever flows, now turbid, now clear, now in heavy stream, now in light; but always the bed of the river is the same, and always the water is flowing.

The public school often appears a kaleidoscope with all kinds of objects, in wonderfully varied forms and colors, in all manner of designs and no-designs; but, after all, it is always a kaleidoscope and the objects never change. The individual children grow and change and depart; but others like them are always entering. A school, however, is always essentially the same thing.

Now this is only human nature in an hour of depression or in a year of adversity wreaking its wrath sullenly against fate. And it is a poor outlook upon life.

Consider the self-starter. It cannot run the machine; but it can make a deal of difference in the running of the machine. Just a flash of electricity, and there you are a-going.

Let the school superintendent be a self-starter for the balky board and for the heavy school system.

Let the school principal be a self-starter for the perfunctory superintendent and for the whirl-about, get-nowhere school.

Let the school teacher be a self-starter for the too-much-in-his-office principal and for the dawdling school children.

Not the treadmill but the self-starter should be the mechanic model for such as propose to be alive and moving and forceful.

THE TEACHER AS INDIVIDUAL EDUCATOR AND AS SOCIAL ENGINEER

(Continued from page 13)

through forcing annually into overcrowded labor-markets some three million youth of whom scarcely one in twenty is now fitted to the limits of his special capacity of social service and of personal support.

We must cut off at the sources in childhood and in youth the supplies whence are recruited annually some sixty thousand or more prostitutes who are such usually because they know nothing of economic value and of personal interest to do. There are more such women in America than there are women school teachers. We graduate into the world from school annually more than a hundred thousand other youth fated to steal, to defraud, to defile, to kill, to burn houses, to wander up and down workless and wageless, to enter our asylums and hospitals, our jails and penitentiaries. By studying their natures in childhood, by studying their communities to see where when educated they will fit in, by studying their habitats to see where farm or field, mine or river will receive them with welcome, we can save every boy and girl who is not defective in high degree.

Let no man who has secured self-realization and freedom through large educational opportunities deny equal opportunities to the youth of this decade now; equal opportunities, not the same but always such as are according to the natures of the youth, of the habitat and of the community.

The universal various school means the school adjusted to the powers, the needs and the interests of the flesh-and-blood different boys and girls whom we know and love, for whom we labor, whom at least we are beginning to understand, and who will judge us when we pass from here.

Each Born to a Special Service

There is no arguing over facts. Truth never retreats. False belief dies hard, but it dies. We shall never regiment humanity into righteousness. Naked and alone the soul goes up to God. The school that conventionalizes warps nature; it is Egyptian, not American. Human variety is compelling education to radiate as variously. The wage-scale is also a scale of human demand. Thoroughly considered, we all live by social favor. We know the pit whence we were digged. To get us all out of it forever, each must be educated according to nature that he may render to all the special service for which he was born into the world.

MY DIARY

BY MARY WARWICK

CHAPTER XI

WE TALKED OF LIFE

[Mary Warwick, writing under her maiden name, is the youngest daughter of a prosperous farmer and banker, near Lake Erie, who, through political influences, secures for her her first school. Soon afterwards her father's best friend dies, whereupon her father's enemy and debtor, Henry Okkerford, forces her out and installs her sweetheart, George Grant, as teacher. Mary then secures a better school; but her father himself dies, and Mary inherits two thousand dollars. With this capital she goes to a local college for a year and then proceeds to New York to complete her education in a teachers' college. Her oldest brother, however, marries Okkerford's sister and loses nearly all her money. She becomes a substitute teacher in a city near New York, where she immediately attracts the attention of the city school superintendent, who is a widower a dozen years older than herself. By what at first seems to her a perverse fate, she encounters Okkerford there in the new rôle of agent for a heating concern that is anxious to secure a contract for heating a new schoolhouse. The friendly mayor of the city dies suddenly; and for various reasons, among them to save the standing of the superintendent in the resulting political situation, Mary marries him. But the city hall crowd in the course of a year or so succeeds in forcing the superintendent out of office.]

One beautiful evening that summer we were sitting together upon the porch of our cottage when Edward became unusually communicative. He was a man of moods beyond most men. Seldom was he in the mood to talk of his own personal views.

We had been looking out upon the dying fire of the sun in the red hearth of the West, and early twilight had come. He began by saying:

"I have been wondering and wondering whether or not if my wife Alice had not died three years ago, and if she had been a woman of the kind who interested herself in my political affairs, they could have set the trap for me that finally caught me."

"Yes!" I said, just to encourage him to proceed. "And what then?"

"I have been thinking of the other city school superintendents. There is not one bachelor or widower among them in a hundred."

Not knowing anything then of city school superintendents, I refrained from comment.

"From the biographies of important men in public life, I have learned that most of them, at least it seems that most of them, lose at least one wife. Sometimes they succeed as widowers, but school superintendents never do succeed as widowers."

"Aren't lots of politicians bachelors?" I inquired.

"That's different," he answered. "Politicians deal only with men."

"Except in the equal suffrage states of the west," I corrected, and added, "Every good school superintendent must be a politician."

"He is a politician, but he has to deal with the voters who are influenced by hundreds of women

teachers—their daughters and sisters and sisters-in-law and nieces. And it is mighty hard to find out what these women are saying to the voters."

"Why, Edward," I interjected, "you know that all the teachers here in Wellington are your friends. They wish that you were still city superintendent."

"That, my dear," he returned, "is your wifely illusion. If they all or in a great majority wished me to be superintendent, the gang would never have dared to put me down and out."

We were silent for a time.

"Possibly," he resumed, "possibly they don't care at all."

"Didn't you get the average salary of the teachers here raised fifty per cent.?" I asked. "Surely, they were grateful."

"Half of them are new," he replied. "They never drew the old salaries. They saw the old conditions only as pupils in the schools. Besides, it is not my money they are getting, but public money. I was only an instrument, an instrument. Teachers seldom think of the school superintendent as a person. Besides, they have got the increases, and they don't see what other benefits they might have gained if the progressive movement had continued."

"I am sure," I expostulated, "that they do care. Only they don't dare."

"Dare what?" Edward asked, turning to look at me face to face. We had been sitting side by side in a porch swing.

"Don't dare to say their soul's their own. You don't know how frightened teachers are."

"What are they afraid of?"

"Losing their jobs."

"Life, life, life! you mean, Mary!" he answered.

"They are afraid of life. They are mostly over-placed mediocrities. Think of the risks business men take."

"Most of the business men I know," I replied, "risk nothing. They play sure. They play with dice loaded their way. They play with cent. per cent. that runs day and night in their favor."

"Where did you learn all that?" he asked. "Often you astonish me because of what you know, but more often because of what you don't know." And then he laughed.

I was glad to hear him laugh. It was very unusual these solemn days, when he was out of work, with money going out and nothing coming in.

"I am not a Scotch girl, my father's daughter, for nothing. I once heard him say that he had never lost a cent save from the dishonesty of others."

"How much did he lose that way? It's a pretty common way, isn't it?" Edward wished to know.

"Not very much," I replied. "Okkerford's was one instance."

We did not like to talk of Okkerford, who, triumphant now from a realized contract, made sport

of me for marrying "an old widower who was a failure." So I tried to change the subject.

"There is something terribly wrong with civilization itself," I remarked, "when so many lovely women in the public schools are so afraid of life these days."

"And do not marry because they cannot," Edward sarcastically asserted.

"Why can't they marry?" I asked, and myself answered. "There are lots of good unmarried men. But they also are afraid."

"No," Edward replied. "They are not afraid of the girls."

"I didn't say that, you foolish man! They are afraid of life."

"Not exactly," my husband, interrupting me, for I was only half through my statement, said emphatically. "They hate their jobs. They wish to be employers, not wage-earners. They know that as wage-earners they cannot support wives and families. I also am an overplaced mediocrity."

"What an irrelevant remark!" I exclaimed. "Why, you are not placed at all. The whole world is now before you. What are you going to do?"

"Oh, don't; don't talk about that. I think of nothing else. I have a wife, a sister, a mother and three children to worry me. I don't know how I am going to support you all."

"Of course, you don't. But take your own argument. When even a millionaire launches a ten-million dollar enterprise, he plays to win or lose. If he loses, he is ruined. He falls never to rise again. Be as brave as a venturesome business man. Don't you care. Stop worrying and go to thinking."

"What a lecture from a little girl!" said Edward. "You are only two-thirds as old as I, and here you are telling me."

"That's what I'm for. That's what any good wife is for." I felt like adding "Didn't your wife Alice tell you lots of things?" but I didn't say that. A wise second wife never thinks of the first.

Call it "telepathy," call it "association of ideas," at any rate, my husband, whether he read my thoughts or not, answered my question.

"There is no marrying in heaven. I may see Alice again. I may not. Still, I know that she will be grateful to you for taking care of her children."

"And of her husband, which is more important," I answered, and squeezed his by no means strong hand. Of course, we had been holding hands! What are swings and hammocks for, anyway?

"The children are more important than the husband," he said. No other words that he ever said are more firmly fixed in my mind than those of his. They have controlled my life, my long life since the dreadful day that was then yet to come. "The children are what the parents are for."

I knew what he meant. I was yet to learn all that the words meant. I have written it before; I must write it again—Edward Lambert was not of those "ever learning but never able to come to knowledge of the truth."

"Some live," he went on, "for property. Without property, in the cold zones, the race would perish next winter. And some live for lives. Without lives there could be no property. This is the great-

est of all human enigmas. Naught else compares with it. Those who love property we call 'misers'; those who love lives we call 'spendthrifts.' And in the cold zones the 'misers' save the 'spendthrifts.' But I am a 'spendthrift.'"

"Tell me about your life," I asked. "I've been your wife over two years, and yet really I know almost nothing about you!"

Then he told me, revealing the truth of the old myth that even Achilles has "the vulnerable heel."

Now I learned the last of the details of his life.

He had been born thirty-seven years before in the blue-grass region of Kentucky toward the end of the Inter-State War, as he called it, whenever he dared.

His father had been a plantation-owner with some sixty slaves, and a whiskey distiller. He was the local capitalist, and had bank interests in Cincinnati. In the war he had risen to be a colonel of volunteers in the Confederate army, but had quit because of wounds in 1863. Mrs. Lambert was an Ohio woman, and the marriage had given offense to more than one Kentucky belle and to her family. The war had not ruined him financially, for he still owned his lands and his other properties. After the war Colonel John Lambert had gone into horse-raising and horse-racing. Edward was the third son in a family of several sons and daughters. They had sent him to an eastern college and then to a university law school; but law did not content him. In the late eighties he had gone abroad to study philosophy and education, and at an early age had taken his doctor's degree in Germany. When he returned, he was at once made professor of education in an Ohio college, much to the disgust of his father, who despised teachers as social inferiors.

Colonel Lambert had gone heavily into western real estate speculation, buying lands here and there in Illinois, in Iowa, in Texas and elsewhere. His great stable of horses proved a great failure. And in the very year that Edward became a teacher Colonel Lambert had gone into bankruptcy for hundreds of thousands of dollars, with assets that paid only seventy cents on the dollar. Then the three boys and the two sons-in-law had gotten together and agreed to share and share alike in their father's debts, proposing to pay every dollar in full for the sake of the Lambert name. For Edward it had proven an impossible undertaking.

He showed such ability as a teacher that he was soon superintendent of schools at two thousand dollars in a Pennsylvania city. He married at this time a frail girl whose father was a merchant in a small way. She had been brought up as a semi-invalid and needed much household assistance. In the early nineties both of Edward's brothers staggered into the bankruptcy courts. The load of their father's debts had proven too much for them. Out of his salary and other earnings, together with the income from the Kentucky plantation, Edward and his mother had paid regularly each half year the interest upon his share of his father's debts.

Then came trouble in the schools of Denby, where Edward was superintendent. It was all over a trivial matter. The board had refused to employ the daughter of a politician-saloonkeeper. The ugly

charge was made that Edward was trying to appear extra righteous in order to hide the source of his father's wealth—whiskey—and that he himself had led the board to refuse to employ the young lady.

But as superintendent of Denby, Edward had published a number of exceptionally valuable and interesting school reports that had aroused wide consideration in all parts of Pennsylvania and in many parts of the United States. In consequence he had been invited to speak in many eastern cities, including Wellington. He had also been sought out by publishers to make some textbooks in reading and in language. Upon these he had spent many midnight hours, to the great injury of his health.

You see a successful textbook is almost a fortune. Edward was born a gambler like his father, a soldier of scholarship instead of the sword, and he risked his life just as truly as any soldier.

In his reports he had satirized the excessive economy of the Denby board members and citizens. They spent only seventeen dollars per capita upon their schools. The buildings were very poor and had no ventilation. He made a far better course of study than he could get the money to put into practical operation. He advocated nature-study, storytelling, manual training, domestic science and art, a supervising principal in every building, forced mechanical ventilation, free textbooks, and plenty of them, a lot of sciences in the high school, more men teachers, better trained teachers and better salaries for teachers. Denby paid only fifty dollars a month, nine months in the year, to the best elementary teachers, and only eighty dollars to experienced high school teachers. He held constant teachers' meetings and tried to show the teachers why it was worth while to study, study until death. Some of them jumped forward into skill and zeal, but most of them came to hate him.

Beside all this, Edward took part in politics. He was an ardent Democrat and decentralizationist, because he believed in the self-activity of every last man and boy, woman and girl. His speeches were popular with many of the people. But the big politicians and the big business men—relatively big—of Denby considered him a stranger, an upstart and a nuisance.

In short, he made a reputation largely upon paper, and no end of enmities burning fierce and hot in real hearts. And he would have been dropped at Denby in June, 189-, if he had not suddenly been called at nearly double the salary to Wellington. Thereby he escaped alive and with a laugh from the hands of his enemies.

Wellington wished him for the reasons that Denby was anxious to be rid of him. Wellington was ten times as large. In it there was a progressive element that controlled the mayoralty and fought the city hall crowd of politicians, negligible individually, but powerful as a gang.

Without a day's vacation he had plunged into the Wellington vortex.

His frail little wife was already the mother of one boy, and the second arrived in the first year of his father's superintendency at Wellington. All day long Edward strove in the schools. Often through the nights he was up and about caring for

his wife and babies. In the second year the never-failing public reaction against the new régime came. All evening, every evening, Edward stirred about, trying to turn unfavorable sentiment by creating new sentiment. He joined lodge after lodge. He became a Bible class teacher. He paid large sums annually to the public charities. But he refused to give one cent even to the local Democratic organization.

The politicians argued that this was because he felt that he had a strong pull.

In this second year Edward neglected his wife, whose health constantly grew worse before his eyes. One day he came home to find her crying over a brutal anonymous letter. It charged that he was always away from home because he was making love to another woman.

"Oh, I don't believe it, Edward, dear," she had said. "But can't you stay home more?"

He stayed at home nearly every evening for a month in the spring. And when he came up for reelection that June he won by only one vote, though his party was strong enough to raise his salary to four thousand dollars.

That summer he took his wife away to the seashore; but political necessity forced him to go back and forth every week to Wellington. Nor did Mrs. Lambert improve. In November she became totally disabled by insomnia, contracted pneumonia, and died. When he came to look over her letters after her death, he found not only scores of anonymous letters, but also many requests from her parents for small sums of money, some of which she seemed to have honored.

She died a victim to heredity, to her family, and to the horrors of the social order. She was not strong enough to resist and overcome a sense of the evils of the world. The anonymous letters had come from persons too cowardly to make their fight directly with the superintendent. Edward suspected some disappointed contractors and real estate dealers and some incompetent discharged teachers as being their authors.

But he did not quit the warfare for better schools in Wellington. He sent for his mother and his one unmarried sister and kept his household together and his fighting armor on.

Well, on our back porch, and in the early still hours of the night, we talked together of peace and rest and life."

(To be continued)

Recently there died at Buda Pest, Hungary, one of the great scholars of the world, Arminius Vambery, who read, wrote and spoke twenty-one languages. He wrote a whole library of books on philology and world-travel; and though himself never for a day a university student, had been for many a year the most famous university professor of Hungary. Such a man could neither get nor keep a university professorship in England, Canada or America. So much for "Anglo-Saxon" democracy. For academic freedom and originality, go to imperial Germany and France and Austria-Hungary.

WHERE IS THE CITY SUPERINTENDENT BEST PAID?

By WILLIAM E. CHANCELLOR

Where the treasure is, there will the heart be also. A comparison of the salaries actually received by city and town superintendents may perhaps startle some states out of their complacent parsimony. The statistics are eloquent.

This table compares these six states, viz.:

Massachusetts and New Jersey in the east,
Illinois in the middle west,
Georgia and Texas in the south, and
California upon the Pacific coast.

We are most interested in the small towns and cities where the ambitious young men are and where the superintendents are nearest to the average life of their people.

TABLE I.—CITIES OF 20-49 TEACHERS

29 California cities pay an average of \$73.09 per teacher.	
18 Georgia	67.75
49 New Jersey	64.92
46 Texas	63.73
76 Illinois	59.21
77 Massachusetts	52.07

TABLE II.—CITIES OF 50-99 TEACHERS

21 New Jersey cities pay an average of \$38.41 per teacher.	
15 California	35.33
3 Georgia	37.76
13 Texas	36.50
22 Illinois	35.33
40 Massachusetts	34.25

TABLE III.—CITIES OF 100-199 TEACHERS

1 Georgia city pays an average of \$32.00 per teacher.	
10 New Jersey cities pay	29.14
4 Texas	24.77
6 California	24.67
9 Illinois	24.16
15 Massachusetts	19.40

TABLE IV.—CITIES OF 200-499 TEACHERS

4 California cities pay an average of \$14.33 per teacher.	
7 New Jersey	12.45
4 Illinois	11.30
14 Massachusetts	11.07
3 Georgia	10.85
4 Texas	10.73

TABLE V.—CITIES OF 500-999 TEACHERS

2 Massachusetts cities pay an average of \$7.24 per teacher.	
2 New Jersey	6.78
1 California city pays	6.60

TABLE VI.—CITIES OF 1,000-4,999 TEACHERS

1 New Jersey city pays an average of \$4.30 per teacher.	
1 Massachusetts	3.33
2 California cities pay	3.33

TABLE VII.—CITIES ABOVE 5,000 TEACHERS

1 Illinois city pays an average of \$1.40 per teacher.	
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Accident and political strategy doubtless confuse the situation in Tables V, VI and VII, and they may not be profitable to consider at length. But public interest in schools averages itself into the other tables effectively.

From them all, we may get some illumination.

Assuming that the median number of teachers supervised in the cities of Table I is 30, the salary

of the superintendent in the different states would vary as follows, viz.:

In California	he would draw \$2,192.70 a year.
In Georgia	" 2,033.50 "
In New Jersey	" 1,947.60 "
In Texas	" 1,911.90 "
In Illinois	" 1,776.30 "
In Massachusetts	" 1,562.10 "

The difference is vital to any family of four or more. In considering this comparative situation, it is worth remembering that the cost of living in Massachusetts is higher than in any other of these states. A man with a family is not likely to burn less than twelve tons of coal a year at \$8.00 a ton. Winters are long and severe; and clothing must be heavy. The cost of living is ten per cent lower even in nearby New Jersey; and at least twenty per cent lower in each of the other states.

Assuming that the median number of teachers supervised in the cities of Table II is 70, the salary of the superintendent would be as follows:

New Jersey	\$2,688.80
California	2,683.10
Georgia	2,643.20
Texas	2,555.00
Illinois	2,473.10
Massachusetts	2,397.50

Even here the difference is important.

Assuming that the median number of teachers according to Table III is 140, the salary would be as follows, viz.:

Georgia	\$4,480.00
New Jersey	4,079.60
Texas	3,467.80
California	3,453.80
Illinois	3,382.40
Massachusetts	2,516.00

Such a difference in public appreciation is ominous. Statesmanship would regard it and seek its correction promptly.

Assuming that the median number of teachers according to Table IV is 300, the salary would be this, viz.:

California	\$4,299
New Jersey	3,735
Illinois	3,390
Massachusetts	3,321
Georgia	3,255
Texas	3,219

No wonder Californians rejoice in their schools! They put their treasure into them.

These figures are radiant with good news to superintendents in the small communities of California, Georgia and New Jersey. Boards of education should remember that low salaries at the beginning of service are close-meshed sieves that exclude the abler men. Does this explain why Massachusetts went to Cincinnati for a Boston superintendent, to New Jersey for a Newton superintendent, and to Maryland for a Springfield superintendent?

In a future issue, I propose to set side by side some of the extraordinary variations in salaries for the same service considered quantitatively. Here has been illustrated the operation of general laws in averages.

EN ROUTE

WHERE TO GO—HOW TO GO—AND WHAT'S TO PAY
CONDUCTED BY MONTANYE PERRY

Do These Verses Appeal to You?

If they do not, there's no use of our trying to explain. If they do, there's no use either. In a certain type of mind they will strike an answering chord, and because we feel quite sure that there must be a lot of those minds among the readers of this department we are reprinting these verses which Cy Warman wrote for *Smart Set* quite a long time ago.

FIDDLE-DE-DEE

The Irishman, Dutchman and Frenchman in me
Are always contending—their purposes cross;
Wherever I journey there journey the three,
Each claiming predominant right to be boss
Of the big job of Life; they can not agree,
This Irishman, Dutchman and Frenchman in me.

Says the Dutchman: "Get up once and harvest the hay
While yet the Sun shines—would you be but a tramp
For the rest of your life? There will come a wet day;
Put something aside." The Hibernian scamp,
Says, tugging my sleeve, with a wink of his eye:
"Be aisy—ye're Irish—ye'll always be dhry."

"Par ici," the Frenchman calls, leading the way,
We walk where the south Wind is cradling Spring.
We paint pleasant pictures the long Summer day,
And gather primroses, and loiter and sing,
And so we do nothing but fiddle-de-dee,
This Irishman, Dutchman and Frenchman in me.

—Cy. Warman, in *Smart Set*.

Letters Again

We admit that it is a favorite topic with us. But this time there is a difference, for we are going to mention, not the letters we wish we might get, but the letters which have come to us from some of our readers who spent the summer a wandering in far lands, and who, true to their springtime promises, have written to tell us about their experiences.

A party of six teachers, all women, and all inexperienced travelers, went to France, where they had many adventures, some amusing, some exasperating, but no real troubles. From the sum of their experiences they have sent us this list of *Don't's*:

Don't spend your good money for a carriage or a taxi to take you to Versailles. From the top of the ordinary tram car which runs out from Paris almost to the gates of the palace, you will see more of the wayside scenery than you could from any other mode of conveyance, and the fare is only half a franc.

Don't try to do the palace of Versailles without a guide. It does not pay to wander about at random in a building where one must walk seven miles in order to cover the most important points. If one goes out on a tram a guide may be afforded. Calmly but firmly offer the guide one franc per hour for your party; when he scornfully refuses, turn away—he will follow you.

Don't employ a guide for the Louvre. They

are only a nuisance where one wishes to linger and enjoy. Buy one of the official guide books and follow its map, which plainly shows everything you want to know.

Don't fail to take a long ride on the river Seine. The view of the waterfront is most interesting. The fare on the little river boats used by the natives is only a couple of cents, and by transferring from one boat to another one may go several miles for a half franc.

Don't ask your way of a strange Frenchman. He will make more bows and deeper ones than an American man would, but the Frenchman's chivalry is wholly an exterior grace; he is not to be trusted. If you are hopelessly lost, never betray the fact. Call a carriage and let it take you to the nearest familiar spot.

Don't feel that you must stay in every evening, because you happen to have no men in the party. You may go where you please if you go quietly and never appear lost or undecided.

Don't buy gloves in Paris if you are returning by London. Contrary to popular belief, gloves are just as good and as cheap in Regent street as in the Bon Marche.

Don't go out for a whole day's sight-seeing without taking a box of crackers or a cake of chocolate for an emergency luncheon. Desirable restaurants are not always to be found, especially in the older quarter, without loss of much valuable time.

Don't forget that the offices of the American Express Company are always to be depended on for advice or information.

Don't spend all your time in Paris if you wish to know the real life of the French people. Get out into the country for a few days. If it is possible, linger in the land of Normandie.

From the Land of the Midnight Sun

Was it a New England conscience which made this Boston girl remember her promise to send us a letter? Whatever the prompting motive, we are grateful for the letter which combines piquant charm with practical suggestion:

LAWSON'S HOTEL, CHRISTIANIA, NORWAY.

DEAR EN ROUTE LADY:

To-morrow we are going to sail away from this Country of Thor, and I'm remembering my promise to write to you.

Where shall I begin? With practical things—where to go, how to go, and what's to pay—or with rhapsodies about the scenery? No doubt the first will appeal to you more; and no words of mine can do justice to the scenery, anyhow. No wonder Miss Corelli used every adjective in the English language and then coined a few of her own, when she wrote *Thelma*. The mountains, the waterfalls and the fjords, the summer-long days, the light

that never was on land or sea, except in this wonderful land of midnight sun! No one less than Dante should attempt its glories.

Speaking of the summer-long days, they are most confusing! I always did have a secret sympathy for Stevenson's little boy who "has to go to bed by day."

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

How many times I have thought of him, here in Norway, where we go to bed with the wonderful, golden light pouring in at the windows,—strangely enough, few of the houses here have blinds,—and try to close eyes and ears against the sparkling sea, the glistening mountains, the hum of life outside. Always, I have been inclined to look upon going to bed as a sad waste of time, but here it seems doubly so. But one must sleep, whether darkness comes or not, and we have learned that one must keep to a fixed schedule of meals, even though there is "no morn, no noon, no decent time of day."

Speaking of meals, I may as well put in here as any other place that they are cheap in Norway, and not so bad when you get used to them! Salmon is a staple food and is always fresh and good. The milk and the butter are excellent, and fresh eggs come at you in a never-slackening stream. Someone, sometime, must have told the natives that no traveler could exist without eggs three times a day. At first we wondered why we could never obtain fowl in a hotel, but we soon understood; to kill a hen would diminish the supply of eggs, which is not to be thought of. If you care for novelties, you may have reindeer hash, or even raw anchovy dipped in vinegar. And always there is cheese, from four to seven different kinds on the table at each meal.

Definite prices? I have no head for figures and accounts, but this hotel, which is very good indeed, costs only 5 kr. a day, and it is centrally located, next door to Bennet's tourist office. Cheaper rates may be obtained by going a bit further from the center of the city. In the smaller towns one may always get a comfortable room for 2 kr. and breakfast for 1½ kr. There are many good inns where dinner is served for 2 kr. or 3 kr.

Bennet's tourist office is a unique institution. Bennet was an Englishman who, for some reason, adopted Norway as his home, and became a sort of benevolent guardian of tourists. He had four sons, and among them they managed to furnish every kind of first aid to the bewildered. If you want a guide book, a guide, a route, an estimate of cost, a steamboat, a pony and cart, a room and breakfast to await you at some far-distant point, your letters from home forwarded to the right places, or your good American gold changed into queer looking coins of the land, you go to Bennet's. They are courteous, they are interested, they are efficient, and they do not cheat you. Norway without Bennet's would be a howling wilderness to the average tourist.

I should like to put in a separate paragraph about

Norwegian time-tables, if I had a strong enough vocabulary. A plain American time-table always had me guessing; an English Bradshaw's reduced me to a state of hopeless wonder; but a Norwegian railroad guide— The inscriptions on the sides of the obelisks are lucid, intelligible literature compared to these masterpieces. Even uncle, whose favorite literature is the Pathfinder, gave up in despair, and asked Bennet's to plan our route.

We have had such wonderful journeys in this land. When we landed in Christiania the first time, we went northward to Lake Mjosen, where we took a little steamer and sailed for a number of hours on water which has a great depth, being a thousand feet below sea level in some places. (I copied that from Bennet's guide book!) When we left the steamer, a carriage, ordered ahead by Bennet's, awaited us; and we started on a journey to the sea, along a most magnificent highway, which runs all the way from Lake Mjosen to the Songe Fjord. Every ten miles we stopped at a "station," usually a farmhouse, where we were supplied with food and lodging if we wished and fresh horses when we went on our way. The journey took five days; we went about thirty miles each day. The scenery was too wonderful for words, and the air was a mixture of the mountains, the seas and the spicy pine forests. Everywhere there were brilliant, sparkling, tumbling, foaming waterfalls. We counted over one hundred and fifty of them in this drive.

At the end of this drive was the town of Laerdal-soren and from there we sailed out through the most wonderful of all the fjords, I think, to the sea, cruising backward then along the island-fringed coast.

That is only one of our expeditions, but I think my letter is long enough. I would like to describe the little town of Odde, where we went afterwards, and where we had such hard work to get rooms, but I will only say that if the traveler is wise he will have Bennet's engage his rooms in advance at the Grand Hotel, where the rates are 7 kr. for a single day, and 5 kr. for a longer stay.

In Bergen, the City of Fish, we stayed at Otilie Hansen's Pension, 12 Torvet, where we obtained a rate of 4 kr. This place boasted electric lights and a lift, and all the employees spoke good English. Here we saw the grave of Ole Bull, the violinist, marked with an urn of simple, classic design, overlooking the lovely bay of Bergen.

From Bergen we sailed through a labyrinth of islands, along the coast to the town of Molde. This is a wonderful sail, through an island guarded channel that is as smooth as a fresh water lake. From Molde, one looks across a fjord to a chain of white mountain peaks, forty miles in length, like great, luminous icebergs adrift against the wonderful sky. Here we stayed at Sostrene Holm's hotel, which is very clean, good and reasonable in price—4 kr. per day—but has no view.

I am sure this letter is long enough. It is only a hurried, sketchy affair, but it may contain a few helpful hints, and I hope it may encourage someone to visit this marvelous country.

ALICIA ARNOLD PEABODY.

THE MONTHLY ADDENDA

CHANGING GEOGRAPHICAL FACTS OF THE TIMES

A Reader Writes

Some time ago a schoolman, whose name, if we were at liberty to print it, would be known to most of our readers, wrote us a letter. He said that he had read certain articles and departments of our magazine, among them the Monthly Addenda, which usually he skipped. In this letter he also wrote:

"A newspaper man told me that much of the work of issuing a periodical is like throwing rations over a high-board fence; you know they are good food, tastefully wrapped, but you don't know how many are tasted, relished, digested and assimilated. He said, 'You never make a mistake in writing an editor your appreciation of his output.'"

This Department

Now, we have been running this department for several months. It seemed worth while to make a slight exception to our policy of publishing an educational journal, not a periodical of lesson helps. Also, it seemed that the changing geographical facts of the day would be fair reading for the general reader, especially if these up-to-date facts were not of the curiously extraordinary sort, but the kind big with human interest, though it is to be admitted that the task of finding such is at times difficult.

The question is, do you eat the rations and find them at all satisfactory? What do you suggest? To make sure of getting some answer to our question we make this

SPECIAL OFFER

For the first ten letters giving us some illuminative information how and why the Monthly Addenda is either of value or without value, we will mail to the writer a copy of *The Autobiography of Edward Sheldon*.

This offer is not for the best ten letters, but for the first ten letters that have any value at all. The editors will judge. What value means in this connection is shown by the parable of the rations. Destructive criticism is as welcome as the other kind, provided it proceeds from some knowledge of this department as it is and has been. The opinion of the general reader is as useful as the suggestions of the special teacher who may cut out the items and lay them in his textbook or distribute them for use during the morning exercise in current topics.

Names of writers will not be published and all letters become the property of the School Journal. Acknowledgment will be made by mail.

It goes without saying that the book offered is worth reading and possessing. The personal narrative of the American Pestalozzi is a story of interest and profit. The book is a volume of 252 pages, published at \$1.25.

Precious Stones in Ceylon

Ever since the day when the story of Marco Polo

awakened Europe to a knowledge of forgotten Asia the gems of Ceylon have been famous.

You must know that rubies are found in this island and in no other country in the world but this. They find there also sapphires and topazes and amethysts and many other stones of price.—*Marco Polo*.

The island is still an Eldorado of precious stones; and we are told by the consular reports that every year thousands of American tourists come to Ceylon to find small fortunes, or at least to pick up bargains, in precious stones, and many of them fall victims to the wily native merchant, whom they not infrequently consider ignorant of the true value of his gems.

The list of stones found in Ceylon would be the despair of a spelling class; they are rubies (i.e., red sapphires); blue, yellow, white and pink sapphires; asterias, or star stones; alexandrites, beryls, chrysoberyls, cat's-eyes, amethysts, topazes, garnets, moonstones, zircons, spinels, aquamarines, tourmalines, peridots and olivines; in short, nearly every gem known to the lapidary except turquoise, diamonds, opals and emeralds.

Our consul at Colombo undertakes to give some advice. "It is but fair to state," he says, "that by far the largest part of the jewelry sold to tourists in Colombo consists of real stones. The point is that it is usually not of the full value and quality claimed for it. It may be taken as axiomatic that no traveler, except he be a genuine expert, has ever bested these local dealers in a gem trade or secured any remarkable bargains, unless by a happy accident. Indeed, if one buy a stone for more than one-third of the price first asked he has, as a rule, made a bad bargain."

It is a comment on the success of artificial precious stones that the making of synthetic rubies in Europe has demoralized the Ceylon trade in those stones.

In Memory of a Girl

It is just a hundred years ago that a girl of fourteen, Katia Bogdanoff, was playing on the banks of a stream which flows down the sides of the Ural mountains. Among the stones she picked up was one that glittered and which turned out to be a solid nugget of gold. To-day in the Ural gold mines that Katia discovered fifty tons of gold are produced every year. And now after so many years the mine owners have decided to erect a statue of little Katia on the spot where she found the first nugget.

Little good to her was the finding of the gold. She took her pretty stone to the foreman of the iron works and had it roughly snatched away, and received the additional reward of a cruel switching. The man, in his ignorance, feared that gold mining would supplant the iron works and that he would lose his employment. But no whipping of the little

girl could keep the news from spreading. And now Katia gets the consolation of a monument.

Another Idea from Germany

In Germany the government takes care that advertising signs do not disfigure the streets and the landscape, looks after the preservation of historic buildings and landmarks, and sees to it that new buildings fit into some definite artistic plan. There is also a national association called the Bund Heimatschutz formed for protecting and preserving the natural beauty of the German fatherland, together with its historic and artistic buildings, cities and monuments, also to unite the efforts being made by various local organizations. In connection with the association there has been established an international bureau to extend the scope of its work by exchanging with foreign societies literature and other information. The director of the German association is Mr. Fritz Koch, with headquarters at Charlottenstrasse 3, Meiningen, Saxe Meiningen, Germany. Mr. Koch would be pleased to enter into correspondence with American associations and individuals interested in the protection of native scenery, historic and artistic buildings.

This is a chance for the class in geography to strike up a correspondence that may be of benefit to the village improvement society.

Word-Picture of a World-Wonder

Travelers vary much in their powers of description. Professor Ross, in the *Changing Chinese*, has made the great wall so plain that we can see it.

"The great wall is undoubtedly the grandest and most impressive handiwork of man. Beside its colossal bulk our boasted railway embankments and tunnels seem the work of pygmies. Save the pyramids of Egypt and the Panama Canal, there is no prodigy of toil to be mentioned in the same breath with it. The brick and stone in every fifty miles of this wall would rear a pyramid higher than that of Cheops—and there are at least seventeen hundred miles of it! At Nankow Pass the wall is wide enough for seven or eight men to march abreast along its top, twenty feet high, faced with hewn stone, battlemented, and is strengthened every forty or fifty rods by huge towers ten yards inside. It clambers boldly up the steepest slopes, creeps along the sheer precipices, and springs from height to height leaving a square crenelated tower on every crown. It follows the comb of the mountains in order that the ground may slope from it both ways. It zigzags from crest to crest, dips into ravines and reappears mounting the range beyond, so that it is seen in fragments, the linking parts being hidden in the defiles. For perhaps thirty miles the eye follows this serpent in stone now streaking up the slopes, now passing across the line of vision defined against the black of the mountains beyond, now cutting the afternoon sky with its battlements as it follows some distant ridge. To the north the mountains drop away into foothills each crowned with its watch-tower. Then a plain, another range of mountains with another wall, and, beyond, the bleak wind-swept plateau of Mongolia."

Caged Birds

The place where caged birds are the reigning fancy is in India. It is a common practice there to keep birds as pets in captivity, parrots being most popular for this purpose, but cockatoos, manias (a smaller kind of talking bird), canary birds, doves and gray-headed love birds are also frequently seen in cages. The bird market at Bombay is one of the most unique sights of the city, there being offered for sale there thousands of birds, chiefly from India and the east coast of Africa, especially Zanzibar. There is a surprising number of dealers there who make their living from this trade in birds.

The fad of keeping birds as pets necessitates the use of large numbers of cages, and there is where the fashion of far-away India touches us on the financial side. We make their metal cages. The natives can make a bamboo cage for a small price, but if a brass cage is needed for a large bird the American-made article competes successfully in the market.

Emigration Through Germany

The word through in this title is significant. There is little emigration *from* Germany, but much from other countries through its two great ports, Hamburg and Bremen. For the first seven months of this year 267,582 emigrants left those ports, an increase of almost 100,000 over the same months of 1912. Only about 10,000 of them were Germans. The majority go to the United States, but Canada is each year getting a larger proportion.

A Cableway from Peak to Peak

Early in the year 1914 work will probably begin on one of the novel undertakings of the world, a great aerial cableway across the Himalaya mountains. These barriers effectively shut off India from the rest of Asia and are a hindrance to land commerce. The highway that now crosses the mountains into India from the north is itself a mighty work of man. It was finished twenty-five years ago, cost a hundred lives in its construction, is two hundred miles long, and costs \$500 a year per mile for repairs.

The difficulty lies in the loose conglomerate nature of the soil, which slips and slides with any unusual rain. For that reason a railroad is impossible, a light trolley even cannot be thought of, and the newly invented monorail does not promise success. Hence the cableway.

This curious means of transportation, which in short lengths can be seen at mines and foundries, is to be seventy-five miles long. To-day the longest cableway in the world is in Argentina, twenty-two miles. For a while it will carry freight only, then, if all goes well, passengers will be taken, if any can be found who will ride in a car sliding along on a steel rope, at times a quarter of a mile above the earth.

The Cunard Steamship Company, which has for some years maintained a service between Adriatic ports and New York, has now included Patras, Greece, among the ports of call for its vessels.

CURRENT EDUCATIONAL LITERATURE

A SCHOOLMAN'S GUIDE TO ARTICLES WORTH WHILE

THE OCTOBER MAGAZINES

An Educated Burbank

When a writer uses the term, ex-President Wilson, he is probably a college professor. A business man studying the new tariff schedules would not say *ex*, not even if he were a Princeton man. It is Professor Charles W. Hargitt who thus writes, and his topic is *A Problem in Educational Eugenics*, in *Popular Science Monthly*.

Eugenics as treated in this article is not narrowed down to the sex question. The line of argument will appear from sighting along these salient sentences:

In our zeal for education we have been disposed to regard it as the one panacea for every social and civic ill.

No one expects his gardener, however skilful, to supply a superior product from barren soil or defective seed.

As in social matters, so in educational methods, we have largely disregarded nature's method of selecting the fittest. On the contrary, our standards, whether of school or college, have been adapted to mediocrity. To be sure, in some instances the poorest have been returned to a lower grade, but rarely the average poor.

If a state may spend hundreds of thousands every year for exhibitions of blooded stock, the triumphs of horticulture, the fleetness of the race-horse, may it not be worth while to ask an equally serious consideration to the problem of how to select and improve human brains?

Let there be added to the entrance examination already in vogue an inquiry into the eugenic pedigree of every entering freshman.

Distinctly academic culture, education for scholarly ends, is not for all. Aye, more, the ordinary school is not for all. Is this akin to treason, a direct challenge of the compulsory school laws?

An expert in nervous disorders said in a recent address that "New York state schools contribute a larger quota to the insane asylums than any other agency."

A Good Story

Old man Tillotson, of the department of classic philology, once remarked to Professor Cooper, of the biologic and physical sciences, that if he, Tillotson, were Praxiteles or M. Auguste Rodin and had been commissioned to design a tablet in honor of the president of Silver Lake University, he knew what he would do. He would insist on depicting the head of that well-known institution as a gentleman in cap and gown traveling on his high speed, and in front of him a plethoric philanthropist in a checked suit and spats, clutching his pocket-book with both hands and sprinting for the railway station while he emitted low cries of anguish.

Thus begins a bright story in Scribner's of which old man Tillotson is the hero, President Blankley the mild villain and Harmon, the rich soap manufacturer, a leading actor. It is a clever delineation of a college president who "bestrides our narrow campus like a colossus of scientific management" and a blunt old-time professor of the humanities. It is worth reading to find out which wins.

Wisconsin to the Fore

President Miles, of the state board of industrial education, tells, in the *World's Work*, of the aston-

ishing progress Wisconsin is making in its continuation of vocational schools. Last year it gave 17,000 persons, mostly boys and girls, five hours a week of free vocational education at an average cost to the state of ten dollars per pupil.

What we are trying to do is to develop the human capital of the United States. We are trying to stop the fifty per cent waste of our present educational system.

Short Words on a Long Theme

When a writer closes his article in the *Educational Review* by tersely saying, "There are many things that can not be accomplished at a jump, and turning the educational system of New York city upside down is one of them," you are prepared to find the signature of Superintendent Greenwood at the bottom of the page. He is writing on *How New York City Administers Its Schools*, and reviews the Moore report. Mr. Greenwood makes a complex situation fairly simple and discusses New Yorkers without either denunciation or fulsome praise. The most quotable sentence is general in its application:

The writer has never been so enthusiastic on large school expenditures as some of his brother superintendents. Upon one occasion one of them made the statement that he "always endeavored to get his board to make heavy expenditures whether needed or not, on the ground that it was always a good thing to spend public money for education."

I do not subscribe to such doctrine.

Not an Average Boy

About the only child study that is worth much is that of the mature study of our own childhood. That is why the autobiographical story of childhood, when well told, is so interesting. With this idea in mind we commend our readers to the life of Editor McClure as he tells it in his magazine. A curious boy that who disliked a good home and liked a poor school. Modestly on the cover of his periodical he calls himself the greatest journalist of his time. Not Dana nor Pulitzer?

No state-bought books for denominational schools, is the decision of Attorney-General Fellows, of Michigan, in the Lansing case.

The school board of Alpine, Texas, tries to forbid all public school pupils to go out at night to places of amusement except on Friday and Saturday.

Boston's own papers are authority for the statement that the baked beans on the school lunch counters are passed by for doughnuts, pie and cream-cake. And yet the Boston schools teach patriotism.

The Minneapolis high schools have courses frankly designed to fit young women as home-makers and as mothers of children. Why not?

IMPORTANT NEW BOOKS

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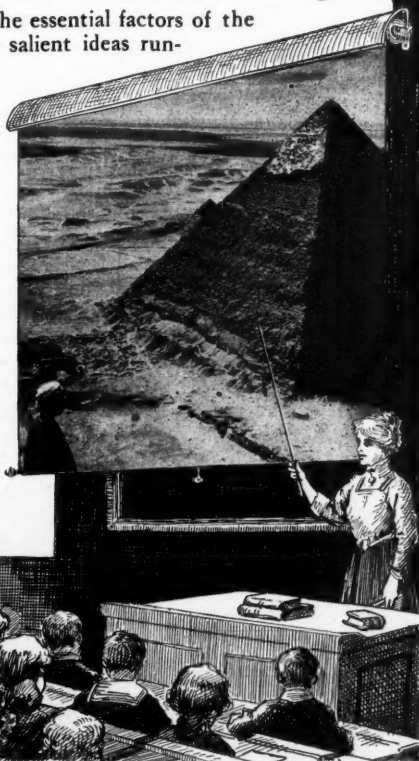
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BOOK ANALYSES

CANDID COMMENT UPON THE PRODUCT OF THE EDUCATIONAL PRESS

The Book of the Month

It is often hard to discern in the crowd the book of the month; such, however, is not the case for the past thirty days. The book in hand deals with American literature. Its full title is *American Literature—a study of the men and of the books that in the earlier and later times reflect the American spirit*. Its author is William J. Long, preacher, naturalist and writer. (Ginn & Co., N. Y., 1913. 481 pages. Cloth \$1.35.)

In college days of long ago, we were taught that literature is an interpretation of life and that literature is such writing as lives. The life is that of the spirit. The literary purpose of our author has been to show that American literature has revealed a national spirit. In this purpose he has succeeded.

Making a good historical textbook of literature involves these several points, viz.: First, the pertinent facts should be stated, and the immaterial facts omitted.

Second, the account should be duly proportioned between the periods. This requires the soundest of judgment.

Third, there must be, simply must be, adequate insight into the character of every person involved. Superficiality and conventionality fail.

Fourth, the man who writes should have style, personal style, readability being its first requirement.

Fifth, he must know his audience, feel with them, sympathize with them in understanding and in sentiment, and tell what he tells to listening eager minds.

Sixth, the book should be handsomely printed, preferably to an extent illustrated.

This text is properly bound for a high school and library book, well printed on good paper, in clean sharp type, and illustrated by fourteen full-page pictures and some seventy-five smaller pictures. The frontispiece is especially attractive—representing a sunset view of Poe's cottage at Fordham, from an etching by Mielatz with an appropriately Poesque motif.

What is the nature of the audience? The dreamful exuberant mind of the awakening adolescent American boy and girl. This is the finest audience in the world. And Doctor Long does understand and sympathize with them all. His book is just above their level—not too far above, just enough to entice and lead them to come up higher, which is just what they wish and mean to do.

His style is well known to all American readers of current literature, lucid, brilliant, fanciful, and yet often hard-hitting, full of the expressiveness of a winning personality. We quote two sentences regarding Puritan love-letters:

A fragrance as of lavender greets us as we open them. Reading them, we forget the stern narrowness and isolation of the Puritans; we remember that ideals are eternal; that the hearts of men have not changed since the first settlers landed at Jamestown and Plymouth Rock; and that in their log cabins, as in our modern homes and workshops, love, faith and duty were the supreme incentives to noble living.

No one man can see all the literary works of all the writers of any literature, or understand them all equally well. But it is enough for a historian to understand all the princes of the nation and many of the lesser nobles. Space forbids quotation to prove the understanding; but the man who can trenchantly characterize all the work of Franklin as "a kind of homily upon the art of living" does not fail in dealing with any other notable as adequately.

For periods, our author discerns four in our literary history, and artistically develops the national anagorism.

As for the facts, we get them in floods.

The bibliographies and references are almost superabundant; and the index is complete.

We have perhaps said enough to make it clear that if our textbook publishers will standardize their books up to this achievement, men who teach will soon be as willing to be seen on street cars perusing school textbooks as men who practise law are willing to be seen reading lawbooks.

Incidentally, we remark that no state textbook commission will ever secure manuscripts as good as this—nor will state printers ever be able to put the book into as fine a format. It is an achievement reserved to personal enterprise.

History and Geography

New Mediaeval and Modern History. By S. B. Harding. 8vo. 780 pp. Cloth. Illustrated. \$1.50. American Book Company, New York.

There are certain acid tests for school textbooks—accuracy, dispassionateness, adequacy within the range of pupil-comprehension, pedagogic apparatus, and readability or interestingness. Comes now another candidate for admission to the temple of learning; and passes the examination well. This book is of formidable proportions, deals with a vast subject, and acquires itself honorably. The frontispiece is in colors and represents impressively a French mediaeval scene. All the illustrations are good. Better maps are never made. What tests the historian of modern Europe is the treatment of the Reformation. Fundamentally, it was economic. Our author sees this and says so, explaining where-in and why. The treatment as a whole is impartial and unlikely to cause offence in any quarter.

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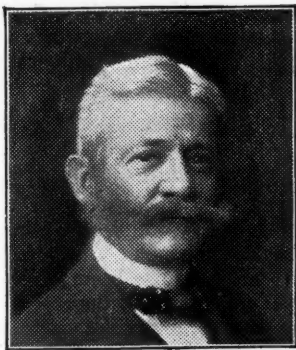
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MASSACHUSETTS

American History for Grammar Grades. By Everett Barnes, A.M. 368+xxx pages. Price, \$1.00. D. C. Heath & Co., Boston.

A new candidate for a place among the innumerable elementary texts of history should have distinct features to recommend it. This has. Its most noticeable distinction is that it tells the simple tale of American history in a style to fit the years of its prospective readers. In this respect few authors have succeeded better. Among the merits of subject matter are a clever setting of the European stage for the opening of the drama of discovery, an adequate treatment of the neglected Zenger, and justice to the people of the Confederacy. Per contra, we are left to believe that the mound builders were not Indians and that the Pocahontas romance is certified history.

The device of showing by map the yearly decreasing Confederacy and the lopping-off and constricting process of the northern armies is a good feature. The writer has used such maps for years and wondered why they were not in the books. The weakest point in our historical texts, even in the best of them, is the maps and charts.

Representative Cities of the United States: A Geographical and Industrial Reader. By Caroline W. Hotchkiss. 212 pages. Price, 65 cents. Houghton Mifflin Company, Boston.

Thirteen cities of the United States supply the subject matter of this book. The geographical conditions which put these towns where they are is one of the first considerations, and the general treatment serves to change the geographical and historical status of a city from a round dot and a date to a busy hive of human beings. An excellent book, marred by too many superlatives and exclamation points.

The Growth of Freedom. By Henry W. Nevins. 94 pages. Price, 6d. Dodge Publishing Company.

A History of Freedom of Thought. By J. B. Bury. 256 pages. Price, 1s. net. Henry Holt & Co., London.

There is such a multitude of cheap English editions costing sixpence or a shilling that the ordinary reader cannot keep up with them and overlooks many that would serve him well. Among recent numbers these two dealing with the history of aspects of the democratic movement are especially valuable. Both books are historical but the one by Nevins is freer in its structure than is that by Bury. The former book is the more satisfactory, while the latter is more comprehensive. Doctor Bury has an unconcealed antagonism to certain aspects of Christianity which will lead many to discount his statements more than they deserve to be discounted.

FRANK A. MANNY.

Pedagogy

Current Activities and Influences in Education: A report upon educational movements throughout the world. Vol. 3, Annals of Educational Progress, Lippincott's Educational Series. By John P. Garber. 370 pages. J. B. Lippincott Company, New York.

The best feature of this valuable annual cyclopedia of educational events is that it inclines one to

look outward. Its spirit is objective and realistic. There is a minimum of theory and a maximum of facts. Says Doctor Martin G. Brumbaugh, editor of this series, in his preface to the book before us: "The author of these volumes has been a faithful courier from the front with messages of moment for you." An examination of the text shows that this praise is deserved. The first chapter tells the story of the advance in health control; the second and third debate vocational education pro and con; the fourth considers school organization; the fifth inquires into our colleges, and the sixth into the professional education of teachers; then four chapters take up the greater social problems; the eleventh makes a vast and yet well-proportioned review of foreign lands, while the last two chapters consider the great meetings of the year.

The Marking System in Theory and Practice: Educational Psychology Monographs. Edited by G. M. Whipple. I. E. Finkelstein, author. 88 pages. Cloth. \$1. Warwick & York, Baltimore.

These monographs have attracted much serious attention from educators and deserve it. Some of them are excellent. The one under review here is printed at evidently much expense and presents an attractive format. A body of data has been collected systematically; the charts are admirably set out. The author draws the conclusion that "every institution of learning, at least every high school and college, adopt a five-division marking system based upon a distribution which should, in the long run, not deviate appreciably from the following: Excellent, 3 per cent; superior, 21 per cent; medium, 45 per cent; inferior, 19 per cent; very poor, 12 per cent . . . approximately 11 per cent shall be conditioned, and 1 per cent shall fail." This conclusion is not warranted by the data. It is contrary to common sense. Nevertheless, the book is worth reading if for no other reason than as an exercise in detecting fallacies in statistical, inductive logic.

Report of the Board of Education, Decatur, Illinois, 1911-12.

School reports are still far below par in actual value. There is need of a department in which evaluation will be given of typical reports showing excellent and inadequate examples. Superintendent Wilson's reports while he has been at Decatur have shown each year the actual situation in that city in some aspects which the city needed to know about. At the same time these reports have had real value to school workers in the general field.

The present report contains over two hundred pages, called a "Physical Improvement Number." The frontispiece shows that remarkable mural decoration in the high school library by Sylvester, the St. Louis painter of Mississippi river scenes. Seventy pages are given to matters of ventilation, furniture and other equipment, buildings, grounds, etc. There is a good balance between discussion of needs, standards, possibilities and recent achievement. Many illustrations are given. There is a good index and at the beginning of the superintendent's report appears a well-classified list covering



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In an interesting manner for pupils in the grammar grades this book covers all the common forms of animal life. Independent observation work is encouraged.

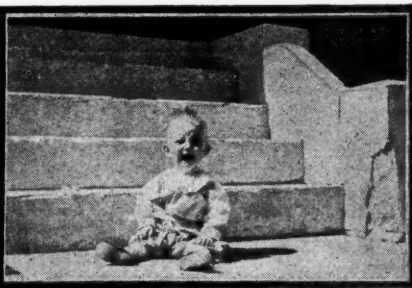
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nearly two pages of topics discussed in preceding reports. These have mainly dealt with educational and professional needs and accomplishments. Mr. Wilson's reports from Topeka will be looked forward to with interest.

FRANK A. MANNY.

Miscellaneous

Every Boy's Book of Handicraft, Sports and Amusements. By Chelsea C. Fraser. 700 illustrations. 695 pages. Price, \$2.00 net. Dana Estes & Co., Boston.

This is a cyclopedic work of infinite pains, and the result has warranted the pains of making it. A family of boys and girls, also, indeed a whole neighborhood of them, could do business for many years in every season with the capital of the thousand suggestions and directions of this handbook of things to do and to enjoy. Every Boy's Book will be valuable in the school library. It merits purchase in sets of enough copies to go around. It tells of working in wood and in metals, of electricity, of printing, of music, of gymnastics, of camping, of pets and gardens, of boats and skates, and of every kind of game. A joyous book indeed is this to answer the plaint of young America, "I don't know what to do!"

BOOKS RECEIVED

Manual Training

Paper and Cardboard Construction. By George Fred Buxton and Fred L. Curran. 191 pages. Price, \$1.50. The Manual Arts Press, Peoria, Illinois.

Light Woodwork: A course of handwork correlated with practical Arithmetic, Drawing and Composition. By W. G. Alderton and J. T. Baily. Illustrated. 128 pages. Price, 90 cents net. Longmans, Green and Company, London.

Modern Languages

Halevy's Un Mariage D'Amour. Edited by Otto Patzer, Assistant Professor of French, University of Washington. 63 pages. Price, 25 cents. Ginn and Company, Boston.

Longmans' Modern French Course. Part I. Containing Reading Lessons, Grammar, Passages for Repetition, Exercises and Vocabularies. By T. H. Bertenshaw, B.A., B.Mus., Assistant Master in the City of London School. With illustrations by D. M. Payne. 162 pages. Price, 50 cents. Longmans, Green and Company, London.

French Prose Composition. By C. Fontaine, Assistant Professor of Romance Languages and Literatures in Columbia University, New York. Cloth, 12mo. 119 pages. Price, 35 cents. American Book Company, New York.

Social Conversations in the English and Japanese. By G. Tomita. 163 pages. Z. P. Maruya and Company, Yokohama, Japan.

History

The Child's Book of American History. By Albert F. Blaisdell and Francis E. Ball, authors of "The American History Story-Book." With illustrations by Frank T. Merrill. 218 pages. Price, 75 cents. Little, Brown and Company, Boston.

Miscellaneous

Hymns for Schools and Colleges. Edited by Markham W. Stackpole, School Minister, and Joseph N. Ashton, formerly Director of Music, Phillips Academy, Andover. 8vo, half leather. xxv+261 pages, fully indexed. \$1.25. Ginn and Company, Boston.

One Thousand Questions on Agriculture Answered. For Teachers and Farmers. By William Lewis Nida, Ph.D. 147 pages. Price 25 cents. A. Flanagan Company, Chicago.

NEWS ITEMS

Detroit is debating the question whether or not assistant janitors and janitors' helpers shall be employed by the janitors themselves or by the board or by a superintendent of janitors. It is a pretty serious question. Janitors who hire their own help often hire relatives and usually underpay all whom they hire. But where boards employ the helpers and assistants there is often quarreling and there is usually politics. Employment by a superintendent of janitors is the ideal way; applicants are put upon the eligible list, and janitors make their selections. But this forces expenses up amazingly. Wherefore, Detroit debates.

Two city superintendents in New York have died since the school year began. Both were men under fifty years of age—Horace H. Southwick, eleven years superintendent at Ogdensburg, and R. A. Taylor, ten years at Niagara Falls.

President Harry Pratt Judson, of the University of Chicago, is out with an address published in pamphlet form that has attracted much public attention declaring that every professional man and woman should be fully prepared for his or her lifework before the twenty-seventh or at most twenty-eighth birthday, and that our schools must be organized accordingly. Where shall we save time best?

Chicago has opened one of its elementary school gymnasiums evenings to the use of the public.

Pineville, Bell County, Ky., has decided that the public school teacher belle therein who dances thereby resigns. This must be sad news for the pining young men in Pineville.

Professor Paul Monroe, returning from the Philippines, reports that American athletics are blotting out caste and class distinctions. Despite English athletics the cad and the snob still flourish. But American athletics are different. Let us hope so.

Boston is placing its new high school of commerce in Fenway Park. This saves money and is nice for the children, but it reduces the park space. Does it not also set a bad example? If schools can go into parks, why not engine-houses and police stations?

An instructor in the Riverside high school, Pittsburgh, Louis K. Manley, was vaccinated last year. Lockjaw followed. He was out of school three months, and is taking a year's leave of absence from broken health. The city solicitor has advised the board that it is liable for full salary if the vaccination, which was compulsory, caused the lockjaw and consequent invalidism. The doctors are still debating the scientific question.

A new plan comes out of Winston-Salem, N. C. It has several features. 1. High school seniors have a class in economics and government. 2. There is a juvenile club of the seniors affiliated with the city board of trade. Its members attend all meetings, may serve on committees and take part in debate but may not vote. 3. Under the direction of the board of trade this club has made an industrial survey of the city. By this plan, theory and practice go hand in hand.

Boise, Idaho, had a wonderful pageant parade of the school children in connection with the Rainmakers' Carnival there this fall. In the land of rain by telephone they do many unique things in school as well as elsewhere. Among the spectacles of the pageant were: Mother Goose, Old King Cole, Little Miss Muffet, Cinderella, Lohengrin, the Pied Piper, All Nations, Louis Ninth of France, and Modern Columbia. Boise is ahead-of-the-minute again.

According to state law in Wisconsin the county boards of education may select the assistant county superintendent and the clerks in the office. And yet the county superintendent himself will be held responsible, of course, for their performance of duty. Such is politics.

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NEWS ITEMS

By the census Kansas City learned that it had 682 native born white persons above ten years of age, and 2,197 foreign born whites who could neither read nor write, and organized an evening school for illiterates by persuading their friends to bring them to school. This is educational missionary work of fundamental value, not so easy as taking such as come, but correspondingly more praiseworthy.

The board of education of Memphis, Tenn., has been worrying over the reports submitted to it by Superintendent L. E. Wolfe and by Assistant Secretary Melvin Rice. It thinks that the reports are too long. The superintendent has since retired, but his deeds live after him. The kind of report that is suppressed or edited by omissions or by other changes is almost always just the kind of report that the general public would benefit by seeing.

For two months the same old row has been going on in Georgia over state textbook adoption that always goes on whenever any such adoption is in process. As a solution of an unsolvable problem, some persons, of course, are talking about the state publication of books. "Out of the frying-pan, into the fire!" State uniformity is a delusion and a snare that has entangled twenty-seven states and bids fair to entangle yet more. We seem to be going from bad to worse in the state textbook business.

Atlanta, Ga., reports overcrowding in nearly every school. The schools for the colored pupils are upon double time, one class in the morning, the other in the afternoon. Time was in Atlanta when colored teachers regularly taught eight hours and two classes per day, and that for less money than white teachers, none too well paid even then, received for one class per day. Atlanta is way behind in public school development. Here is an opportunity for reformers to reform against opposition widespread and strong. The city superintendent, W. M. Slaton, a man of long experience, has heroically published the figures, and adds that not only are there too few schoolrooms but an average of sixty pupils per room is just twenty too many.

Philadelphia supplied 2,500 pupils with free eyeglasses last year. Here's hoping that they were all good fits.

Schenectady, N. Y., gives teachers of ten years' experience, one year off at one-third salary to rest, travel and study.

Do college athletics help in later life? Apparently not. Annapolis has compared 625 athletes among the alumni from 1892-1911 with 580 non-athletes and reports the former as in poorer physical shape.

Forty-three counties of Minnesota report 6,442 pupils and 157 teachers excluded from school because of epidemics, themselves not ill, yet losing an average of nine days each. This is a tip upon the value of medical inspection.

What is a deputy county superintendent of schools worth? After much discussion Scott county, Iowa, has raised the salary of the deputy from forty-five dollars to sixty dollars a month. That is less than the usual pay of teachers in one-room rural schools in Montana, but it is a thirty-three and a third per cent increase just the same.

The board of trustees of Phoenix, Ariz., opened the season by banqueting at their private expense all the teachers of the public schools. If the boards of some cities of the east did that, what sensations they would make!

In Chicago a woman principal secured free of cost some pamphlets in quantity that later she sold at five cents each to the pupils. The parents rose in rebellious mass-meeting and demanded the discharge of the principal. But the board and superintendent stood by her. Without all the facts, such a case is not to be judged. It is a safe rule: As far as possible have no money dealings with school pupils.

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